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SPEECH ACTIVITIES

FORMERLY THE DEBATER'S MAGAZINE

Vol. V No. 3

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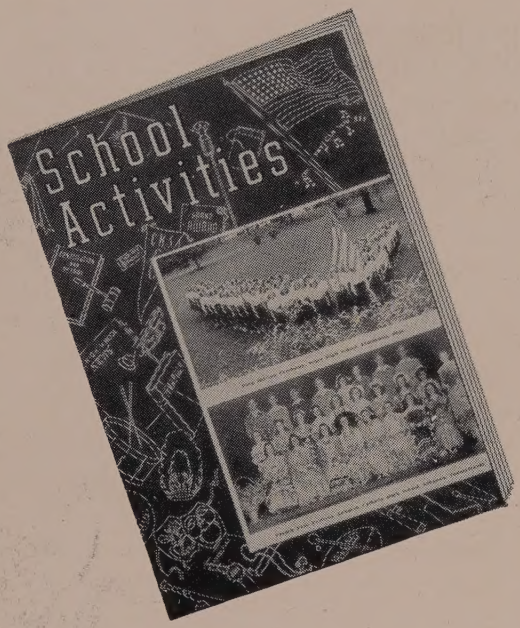
CAMPUS OF PEPPERDINE COLLEGE



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CONTENTS

ARTICLES

Page

Wendell Willkie; Debater. By Carl A. Pitt 99

Discussion in High Schools. Elbert Harrington and Harold Jordan 101

The Long Trail Back. Carroll P. Lahman 126

FEATURES

1949 National Forensic League Winners 106

West Point Winners and Ohio Finalists 107

Specimen Debate on the Election of the President by Direct Vote 108

Special Feature Division: Pepperdine College 119

With the Honorary Societies 136

President Buehler's address at the Delta Sigma Rho Congress 136

DEPARTMENTS

Along the Tournament Front—statistics continued 140

Book Reviews—Brief comments on recent publications 134

College Handbook Division—Nationalization of Basic Industries 128

Debate Techniques—Debate Timing plans. G. M. Musgrave 123

Department of Discussion: Non-Tournament Intercollegiate Discussion. Marilyn Nesper Hewlett 116

Editorial and Comment: Overspecialization, A New Speech Organization. Multiple Debate Subjects 125

High School Handbook—Election of President by Direct Vote 129

NEWS AND INFORMATION

News Notes and Personals 124

Oratory, College, Department of—Examining the College Oration, by Charles W. Lomas 131

Remarks for the Good of the Order: Citizens or Trophies? Elizabeth W. Rowe 126

Speech Personalities: Herbert E. Rahe 118

1949-50 College Debate Question 118

Calendar—Preliminary list of coming events 144

International Debating Section—Letter from Committee 133

SPEECH ACTIVITIES

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VOLUME V NUMBER 3

Wendell Willkie: Debater

By CARL A. PITT

ON August 17, 1940, what is estimated to be the largest audience ever gathered to hear a speaker, converged upon Gallaway Park at Elwood, Indiana, to listen to a former college debater accept nomination for the Presidency of the United States. Two hundred and fifty thousand persons gathered in Gallaway Park to hear Wendell L. Willkie defend his convictions on foreign policy, governmental control of business, deficit spending and other issues. This campaign speech was only one of Willkie's achievements as a debater, however. His ability to convince the government to write one of the biggest checks ever written, in payment for Commonwealth and Southern utility properties, was a signal victory. (Comonwealth and Southern was forced to sell because of the Tennessee Valley Authority project.) Earlier in his career Mr. Willkie had distinguished himself as a champion forensic debater in the courts of Akron, Ohio, where he won many important legal decisions. Many believe that Mr. Willkie was one of the most effective debaters of his time.

Many college debaters would like to know what definite factors accounted for Mr. Willkie's ability as a public speaker. Recent research on this query has been undertaken in two areas: first, Willkie's early debating experiences at the Elwood, Indiana, High School, and at Indiana University have been investigated; secondly, opinions have been gathered from congressmen, senators, judges, and other persons who have demonstrated outstanding ability as succesful speakers, to determine their reaction to Mr. Willkie's ability as a public speaker.

I

Debating Experience

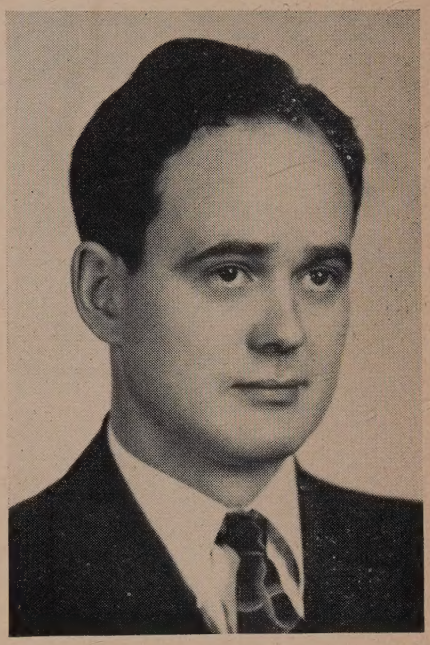
The study of Willkie's debating career indicates that forensic experiences contributed much to his later success as a speaker. While attending high school[1] in Elwood, Indiana, Willkie debated on such questions as, "Resolved that tipping train servants should be discontinued." There was no school team, but many debates were carried on in English clases, where young Willkie distinguished himself with his effective delivery, sound thinking and conviction. Willkie seemed to take debating seriously, and usually knew the question thoroughly. Most of the students wanted to be on Willkie's team during the debates.[2]

While attending the University of Indiana, Willkie participated in much debate and argument. Wendell, and his brothers and sisters who were attending the University, rented a house in Bloomington. The Willkie house was the center of many debates of an informal nature. Students from the University gathered there for the purpose of discussing questions of the day. Wendell had little respect for a student who wouldn't state his beliefs and try to defend them.

Wendell joined, and was active in, the Jackson Club—a student organization of young Democrats. In this group he debated with Paul V. McNutt, Sherman Minton, and others.

Willkie was a member of the debate squad during his senior year. Perhaps his experience as a campus politician also contributed to his effectiveness. During his senior year Willkie was instrumental in the election of Paul McNutt as class president. Willkie was able to "swing" a block of independent votes in favor of Paul McNutt.

It was during his senior year in Law School that Wendell was active in the extension debate program. This group debated before high schools in the state of Indiana.[3]



CARL A. PITT
Purdue University

1 The Elwood High School is now known as the Wendell Willkie High School.

2 Statement made to writer by Mrs. Copeland, who debated with Willkie as a high school pupil. Mrs. Copeland is the wife of the present Elwood High School principal, Mr. W. Copeland.

3 Statement made by Ralph F. Thompson, Indianapolis Insurance Executive, who debated with Willkie as a member of the "extension squad".

The Indiana University yearbook refers to extension debate as follows:

". . . Under the direction of the extension division a series of public discussions has been held at various towns throughout the state. In this form of debate, each side puts its arguments, and then the crowd votes on the question."[4]

According to the Indiana University school paper, Indiana spoke on the winning side in nine of the sixteen debates during the school year of 1915-1916.[5]

Willkie's final speaking experience as a student at college was his comencement oration. Because of his outstanding ability, Wendell Willkie was selected by the Law School faculty to deliver the oration at the Law School graduation exercises. Wendell came up with a surprise. Instead of delivering an "ordinary" speech he surprised the dignfied audience with a severe attack on the "conservative faculty of the Law School." Much literature has been written about the occasion, but Dr. Lowe Bryan, who was president of the University at that time, and who heard the speech, recently made this comment to the writer:

"Willkie knew that the faculty was conservative, so he decided to shock them. Wendell was a very good speaker, however. He maintained a firm conviction. He was intellectually honest."[6]

Willkie received his degree with honor, despite this episode.

Willkie must have been impressed by his own college debating experience, for he later made this remark:

"Debate very definitely has a place in the preparation of a young man for later life. It gives him a sureness of words, and a poise in presence of an audience that is useful in practically any field of work."[7]

An evaluation of Willkie's college debating career points to the conclusion that his experience had a profound effect on his speaking effectiveness.

II

Testimony as to Speech Effectiveness

The second phase of the attempt to identify the factors which contributed to Willkie's outstanding ability as a public speaker is founded upon opinions expressed by prominent speakers who knew Mr. Willkie and who heard him speak.

The replies received from congressmen, senators and others, were all very interesting, because these persons are all good speakers themselves. They are persons whose public duties demand much deliberative and forensic speaking. Four of these should be of interest to college and secondary speakers.

The Honorable Sherman Minton, judge of the United States Circuit Court of Appeals at Chicago, Illinois, debated with Wendell Willkie at Indiana University when both men were undergraduates. Judge Minton has a high regard for the effectivenes of his former debating colleague. His communication reads, in part, as follows:

". . . Willkie's effectiveness as a speaker stemmed from his tireless energy that led him to explore everytning of interest in all directions. He was a fellow who read widely, remembered what he had read, and had the ability to marshal his information in a most effective manner.

"I would not call him an orator in the sense that he had any of the tricks of showmanship. A great orator must be a showman first. Whatever effectiveness Willkie had was not due at all to his showmanship, but solely to his grasp of his subject and the earnestness of his presentation.

"I remember an incident that happened while I was in the Senate that illustrates better what I am talking about than anything I remember about Willkie as a debater in college, although I seem to see the same Willkie in both eras. I was a member of the Interstate Commerce Committee of the Senate and we had under discussion the Utility Holding Company Bill, sometimes called the Wheeler-Rayburn Bill. It was one of the most difficult pieces of legislation to understand that was ever before Congress—that was generally conceded by everyone. We had hearings before our Committee. Numerous businessmen from the utility field and their lawyers appeared before our Committee. I can't remember any of them except Willkie. You will recall that he was at that time President of Commonwealth and Southern. He was opposed to the bill and appeared before the Committee to testify.

His grasp of this difficult bill and its intricate detail amazed the members of the Committee. His presentation was far and away the best made by any single individual, for or against the measure. Senator Wheeler was in charge, and he was an experienced legislator and a great Congressional investigator. He never locked horns with Willkie, for the very good reason, I am sure, that he knew Willkie knew what he was talking about and was as well grounded in the subject as anybody. It was just the Willkie way of digging into a subject and exhausting it to the utmost that was manifested in this hearing or anything else the fellow was interested in."[8]

Not only thorough preparation, but also sincerity, characterized Willkie's speaking according to Mr. John R. Walsh, Indiana Congressman, who states:

"Mr. Willkie was an unorthodox man; his oratory was unorthodox, and I felt as though his voice was poorly pitched, and toward the end of the 1940 campaign it was difficult to understand him, but, throughout the campaign and the four short years following, there always was something about his delivery that inspired me. One could forget the fact that he was not polished in oratory; I sometimes think that this was due to his sincerity as a man. . . .

"I have been informed by people who knew him, and I have known many people who did as he came from my county, that his best delivery was made spontaneously, without memorization and without reading. He and President Truman are quite similar in matters of this type as both of them become far more human and their sincerity shines out without too much preparation. . . .

"I think that his book, "One World," has had a more telling effect upon the nation than any book or article of this generation."[9]

Mr. James E. Noland invites our attention to a certain weakness as well as additional strength in Mr. Willkie's speaking, as noted by the following comments:

"My own opinions on Wendell Willkie are that he was a man of remarkable personality and possessed of great vitality and force in comunication. My appraisal of Mr. Willkie's speaking is that in his personal appearances he was able to

4 Indiana Arbutus, 1916, page 202.

5 Indiana Daily Student, June 3, 1916, page 3.

6 Statement made to the writer at Bloomington, Indiana, April 16, 1949.

7 The Speaker, Denison University, Granville, Ohio, Nov. 1940, page 3.

8 From Personal Letter, April 12, 1949.

9 The above statement was taken from a letter to the writer, April 3, 1949.

comunicate his personality in his speaking. However, he was not effective over the radio, at least not as effective as that recognized master, Franklin D. Roosevelt.

"Wendell Willkie did have a certain idealism that he was able to reduce to fundamentals, which is very important in communicating with great masses of people. . . .

"He had a picturesque style and was able to speak in a manner which attracted attention. . . .

"I should say that Mr. Willkie was sometimes limited by his understanding of the group which he was addressing. I remember one instance recounted to me by a friend in Chicago who told me of the occasion when Wendell Willkie made a manuafcturers' speech to a group of steel workers. . . ."[10]

Mr. Edward H. Kruse Jr.is impresed by still another characteristic of Mr. Willkie's speaking. He believes that "force of delivery" contributed to Willkie's effectiveness. He comments as follows:

"On the one occasion when I did hear Mr. Willkie, I was particularly impresed by the strength and force of his delivery, and I believe the entire audience was well impressed with the sincerity and forcefulness displayed by him. Mr. Willkie was not a trained orator in the usual sense, but any lack in this regard was more than compensated for by his dynamic and forceful voice and personality. . . ."[11]

In summary, Mr. Willkie's speaking and debating seemed to be characterized by vitality, a remarkable personality, ability to grasp the subject, earnestness of preparation, sincerity, force of delivery, and intellectual honesty.

Although he did not have the advantage of an oratorical approach employed by some debaters, and although he did not always use his voice as effectively as he might have, Mr. Willkie must still be considered one of the most effective speakers of our time.

10 Mr. Noland is a United States Congressman from Indiana. The above communication was received by the writer April 6, 1949.

11 Mr. Kruse is also a congressman from Indiana. The above statement is contained in a letter to the writer April 1, 1949.

Charles Masten, former coach at Lancaster High and Junior College, has gone to Emporia, Kansas, to take the debate job in the Kansas State Normal. Masten receives his M.A. degree from Redlands at the fall convocation following the summer school.

Discussion in High Schools

ELBERT HARRINGTON AND HAROLD JORDAN

A SPLENDID opportunity exists in South Dakota for a program of discussion in the high schools.

Discusion is admirably adapted to the small school, of which there are many in the state. It can be centered in the curriculum more than almost any other speech activity, a factor of prime importance to the busy teacher. For the student it may be an individual project, one that he can work up himself; or it may be a group or squad project.

Many small schools hesitate to enter debate. In every state, our own included, relatively few schools have always emphasized debate and have done well year after year. The small school ordinarily cannot compete with these schools or, at least, so they feel. When they try they usually are defeated, and they feel defeated. Discussion is not yet so highly competitive, and what competition there is, is not on a school basis. It is an individual matter. The individual is rated in a manner corresponding to giving grades in school. Under such conditions the student from the smaller schools should not hesitate to sit in a panel with the students from larger schools. They do not hesitate to sit in college classes with such students.

Many directors of speech work in our colleges, and larger high schools stand ready to sponsor discussion conferences. Some have already tried. The results have not been too encouraging. Teachers in the smaller schools should take advantage of the opportunity, should insist that such opportunities be created. Discussion is a technique which can aid tremendously in accomplishing the larger and better purposes of education.

To help teachers carry out a program of discusion, the Editors of the Speech Bulletin have included a section specfically devoted to the aims and techniques of the subject. The question now is, What is the next step?

What Is Discussion?

Discussion, in its more general definition, means to "shake apart," to "examine," to "analyze." In this sense, discussion has been a practice common to man in all probability since people first learned to communicate. But in the sense of the term as used to express an organized group activity as it has developed in colleges, high schools and community groups, the word takes on a much more specialized meaning.

The term has been well defined by several experts in the field. Baird states: "Discussion is the art of reflective thinking and communication, usually oral, by members of a group, whose aim is the cooperative solution of a problem."

McBurney and Hance define the term as "the cooperative deliberation of problems by persons thinking and conversing together in face-to-face or co-acting groups under the direction of a leader."

Thonssen and Gilkinson offer a further qualification of the term in the statement: "Applied to the modern concept, it refers to the process of approaching a problem from all angles; of taking it apart, as it were, to determine the essential constituents; of sifting the possible contentions, pro and con, in order to arrive at a reasonable conclusion. By nature, therefore, discussion presupposes cooperative effort. It is joint thinking among interested parties with the view of arriving at a mutually acceptable solution to a problem."

As Discussion has developed as a forensic activity several characteristics are invariably to be noted.

1. The group involved in the discussion is small, rarely more than fifteen persons are involved in any one group, and more frquently the group is limited to from four to eight persons.

2. The group is usually seeking a solution to a problem. Although the method of Discussion may be used almost equally well for the purpose of learning more about a subject.

3. The members of the group are interested in finding the truth of the problem. They are not interested in convincing the other members of the group to adopt a particular point of view. In other words, discussion is an investigation rather than a persuasive process.

4. The group attempts to consider all angles of the problem as thoroughly as possible.

* From the South Dakota Speech Bulletin.

Reflective Thinking

The most effective progress in the discussion process can be made only when the group proceeds through the method of reflective thinking. By reflective thinking we mean, "a scientific, impartial, unemotional investigation of a problem." The participant attempts to set aside all previously developed opinions and prejudices and consider the problem thoroughly from all angles. This is not easy to do. Our habitual pattern of thinking and deep-seated prejudices which have been developed over a period of years will often overshadow our best intentions, and we find ourselves constantly tempted to defend a point of view we have long held. This is particularly true if the subject under discussion touches us closely. Our progress toward reflective thinking may be accelerated somewhat if we keep in mind:

1. We can never know all the truth about any subject. There are always additional facts which we have been unable to discover. Therefore, we should keep in mind that any conclusion we reach can only be a tentative conclusion, based upon the facts we have been able to discover from the sources and information available. Consequently, we should never be dogmatic in presenting a point of view.

2. We should remember that things and events in the world are constantly changing. An opinion held today may be invalid one year or two months from today. In 1938, high school debaters won debates by showing that it was impossible for even a small army to be transported across the ocean and adequately supplied during an invasion. A few years later huge forces were being moved throughout the world and adequately supplied for the accomplishment of their purpose. We must remember to date our statements.

3. We must be aware that we are most likely to believe the things we wish to believe. If a particular course of action will best serve our own personal interests, we will usually find ourselves supporting that solution.

4. We tend to think according to an habitual pattern. If we have learned to regard a problem from a certain point of view over a period of years, we will automatically support that point of view whether or not it offers the most logical course of action.

5. We are inclined to separate persons or nations into groups and give all members of each group the same evaluation. For example, at present we are inclined to divide all nations into democratic or Communistic governments. All democrats are good, all Communists are bad. However, if we examine the governments closely, we find that not all the odd fellow-travelers are in the other camp. We should keep in mind that no two nations, or two nationalities, no two persons are exactly alike. In other words, we should learn to "index" our opinions.

6. We are inclined to defend a point of view we have introduced into the discussion. However, there is no particular reason to become the champion of an idea we have introduced. In discussion, we want to find an accurate answer, and we should not permit our pride to lead us to defend a position that has been shown to be incorrect. There is no stigma attached to altering opinion in discussion. On the other hand, one should not desert a point of view the moment someone has disagreed with it. Occasionally participants in their eagerness to be agreeable, or perhaps in their desire to achieve a high rating as a capable performer, alter their opinions with every new point of view expressed. There may be a difference of opinion in discussion, but that difference should be based upon careful and honest thinking.

It is obvious that the proper attitude for good reflective thinking is difficult to accomplish. The fact that the majority of participants in discussion fail to achieve it is demonstrated in almost every discussion, whether it be a student panel or a group of experts on a radio program. However, sincere efforts toward reflective thinking may greatly improve our ability in cooperative thinking, we may achieve greater understanding of the different points of view concerning important questions, and we are likely to become more tolerant of the opinions of those who do not agree with us. If this type of training is conscientiously practiced through high school and college, we should emerge as citizens better equipped to take our place in the cooperative task of running a democracy.

The Pattern of Discussion

Discussion attempts to follow a scientific process of investigation. In the complete process of considering a problem five steps or phases are usually developed. 1. Location and definition of the problem. 2. Analysis of the problem. 3. Suggestion of possible solutions. 4. Choosing the best solution. 5. Further testing of the selected solution.

In locating and defining the problem, the group attempts to determine the extent of the problem as they propose to discuss it. Many questions may involve a wider field of consideration than the time at the disposal of the group will allow. It may therefore be necessary to limit the problem to a particular area of the general question. For preparing to discuss the question, "What should be done to improve race relations in the United States?" decided that it would be impossible to include the problems of the Negroes, Americans, Japanese and Chinese, Indians and Jews, in one discussion, so they agreed to limit the discussion to a consideration of the Negro problem, which they felt to be the most important.

Definition involves the clarification of the terms of the question, in order that the members of the group or panel may start with a common understanding of the meaning of the question.

The analysis involves: a consideration of the history of the problem, exploring causes and examining effects. The analysis should provide a complete picture of the problem, and it may include a setting up of goals or criteria necessary in a good solution to the problem. The analysis is the phase in discussion most frequently hastily and sketchily done. The participants are usually too eager to present their theories of a solution. Yet, if the analysis is well done the proper solution is usually much easier to determine.

In the possible solutions phase, the participants attempt to list all the possible solutions and consider the advantages and disadvantages of each.

The best solution is selected after a comparison and discussion of the relative merits of suggested solutions that seem most feasible. In many questions, the participants are in general agreement as to the best solution, but the provisions for setting up the solution and putting it into effect may require considerable consideration. Occasionally the group will not entirely agree as to the course of action that should be taken, and majority and minority

reports may result. A failure to reach complete agreement does not mean that the discussion has been a failure. Any situation in which facts have been presented, opinions and ideas carefully considered and different approaches to the problem carefully studied, will improve the thinking of all participants and will tend to draw them closer together. It will also result in greater tolerance for the other person's point of view.

The fifth step, which has been listed as further testing of the solution, is not always included. In the progressive discussion, in which one period is usually devoted to each phase of the discussion, the final step may be listed as, "What may we as citizens do to aid in accomplishing this solution?" or "How may the solution be placed into operation?"

Types of Discussion

Many types of discussion have been devised for the development of a problem within a group or before an audience. There are two types, however, that are most frequently used by high school and college groups. The first, and most frequent-used, is the panel discussion, the second, the Symposium.

Panel Discussion

The panel usually consists of from four to eight persons, arranged in a semi-circle around a table. One of the group serves as leader to preside over and guide the discussion. The leader introduces the topic and guides the discussion within the pattern previously mentioned. The discussion proceds in an informal manner with members of the panel permitted to speak freely in a conversational situaiton. No order of speaking or time limits are prescribed.

In discussion tournaments, the panel system is generally used, and a series of rounds are arranged, each round dealing with a phase of the problem. Round I, for example, may be devoted to location and definition of the problem; Round II, to the analysis of the problem; Round III, to possible solutions; Round IV to choosing the best solution, and Round V to discussing what the panel members may do as citizens in helping to put the solution into effect.

A slightly different arrangement devotes Round I to definition and analysis; Round II to development and solutions; Round III to further consideration of solutions; Round IV to any course of action that might be outlined by the group.

One hour is usually devoted to each phase of the discussion, and leaders and personnel of the panel are frequently changed from round to round.

In preparing a question for tournament discussion, it is the usual practice for the host school to send out a preliminary outline which sets forth the important ideal or questions to be considered in each phase of the problem. The participants are not expected to confine themselves to the preliminary outline, but should use it only as a general guide in preparation.

Some objection has been made to the preliminary outline on the basis that it kills initiative and limits the discussion to the questions suggested. However, such need not be the result. The teacher, in preparing students for discussion, may encourage them to explore other areas of the problem, and it may be emphasized that they are free to introduce any materials they consider pertinent to the subject. The merits of the preliminary outline are that it gives all participants a common starting point, and provides the student who is inexperienced in discussion with a guide to preparation.

Symposium

A symposium usually consists of from three to five numbers. Each participant is assigned a particular phase of the topic to develop. The chairman introduces the members of the panel in turn. In the symposium, the panel numbers usually rise and present their materials as public speeches. The chairman attempts to coordinate the various topics, and summarizes the discussion. A forum period may be held following the symposium, in which the audience is permited to ask questions of the speakers. This method is particularly suited to bringing information on a subject to an audience. Time will not permit the thorough development of all phases of the problem, but the audience can be given a general picture of the problem.

Lecture-forum

In this form of discussion, the subject is developed by a speaker who is usually an authority well qualified to discuss the matter. Following the lecture, members of the audience are permitted to ask questions. The questions may be asked directly by a member of the audience, or the questions may be written out, collected by the ushers, and read by the chairman. The latter method allows some degree of selection in the questions used, and makes possible the elimination of poorly worded or undesirable questions.

Dialogue or Duo-discussion

Two speakers may jointly develop a topic. One usually serves as questioner and the other as respondent. If both are well informed on the subject, they may exchange roles during the course of the discussion and both ask and answer questions. This method, when well handled, is more interesting than listening to a single speaker, and provides the information of two experts in the field instead of one.

Finding Materials for Discussion

Careful preparation is important to every participant in discussion. Very little progress can be made toward solving a problem if the members of a discussion panel bring to the discussion only the knowledge they had at the time the question was assigned. Yet we frequently see students taking part in discussion who are satisfied with previously formed opinions, and are content to depend upon their ability to talk much and glibly to win them acclaim as capable performers.

The conscientious student will attempt to investigate all the sources available to him, and will study extensively all angles of the problem. He will not be content with the reading of a few articles on the subject.

The student in the small high school is frequently handicapped in finding materials by the limited sources available in his community. If there is a school or public library in the community, he may well start with the usual system, checking the card catalogue for possible books dealing with the subject under consideration, and looking into the Reader's Guide for articles listed from current magazines on the question. The Encyclopedia Britannica and Encyclopedia Americana are dependable sources for background materials on some questions. The World Almanac, the Statistical Abstract, and yearbooks of various types may prove useful. Newspapers, such as the New York Times and Christian Science Moni-

tor, are helpful. However, in some instances, the books and magazines may prove too limited to offer material aid. The student may supplement his investigations with a visit to a larger city where library facilities are more adequate, or he may turn to special sources that publish materials on his particular subject. A letter to a few of these agencies will frequently bring much valuable material at very little expense.

Special Sources for Obtaining Materials

1. Send your letter to the Superintendent of Documents, Washington, D. C. State your subject and ask for a bibliography and any free materials that may be available.

2. Write the secretary of your state forensic association. A handbook on the high school subject for Debate and Discussion is usually provided for member schools. This material provides a good starting point for the inexperienced student.

3. Write your congressman or senator, stating your question, and ask his assistance in locating materials. Such requests are cared for promptly. The men in Washington are happy to help constituents become better informed upon public questions.

4. Write to the Congressional Digest, Washington, D. C., and inquire whether they have devoted an issue to your question.

5. The Public Affairs Information Service published by the H. W. Wilson Company may be contacted for materials. This company also publishes the Reference Shelf series, and they may have devoted a volume to your subject. Many of the current questions used in discussion and debate are included in their series.

6. The Public Affairs Pamphlets, published by the United States Office of Education, provides information on a wide variety of subjects. The pamphlets are inexpensive and are pointed for use in public forum groups.

7. The Carnegie Endowment for International Peace, New York City, the World Peace Foundation, Boston, and the Foreign Policy Association, New York, are useful sources on some subjects.

8. Many of the radio discussion programs which constantly consider problems of current importance provide copies of the discussions they have presented on the air. These are available at low prices. Among those programs are: The University of Chicago Round Table, The Northwestern Reviewing Stand, and The Town Meeting of the Air.

9. Listen to radio newscasts and news commentators. Many questions of current importance are constantly under discussion. Up to to the minute opinions will help develop your thinking.

10. Read your newspaper and newspaper editorials.

11. Talk with prominent citizens in your community. Many of these men are very well informed and are glad to share their ideas with you. Avoid accepting their opinions as the last word upon the subject, but give their ideas careful consideration.

Recording Material

A systematic system of recording valuable information on your subject is essential to successful preparation. The card system is the most flexible and easily adapted to arranging materials under various headings. Cards 3 by 5 inches or 4 by 6 inches are convenient to handle. Important statements by authorities, statistics and factual illustrations can be copied upon them in brief form. One should record only essential information and only the useful portion of a quotation. However, in doing this, the student should be careful to interpret the quotation as the author intended. High school and college speakers are sometimes guilty of selecting a statement that supports their point of view, when a consideration of the entire paragraph would give an entirely different meaning. List the source of the quotation or information at the top of the card, in the following manner:

Russell, Bertrand, **Power, W. W.** Norton & Company, Publishers, New York, 1938, p. 76.

In listing magazines or periodicals, the name of the magazine is usually listed first, as follows:

The Quarterly Journal of Speech, Vol. XXX, Vols. 1944. Auer, J. Jeffery, "Tom Corwin, King of the Stump," p. 47.

Careful recording of sources will save much time. Many students use up valuable moments in trying to locate a statement they have seen "somewhere." Quoting an exact source is much more satisfying than having to resort to such statements as, "I read an authority who said," etc. Accuracy of statement is important in discussion.

Leadership in Discussion

The leader's task in discussion is a most important one. While every member of the group is partially responsible for the success of the discussion, the leader is the key figure in the situation. The person selected for this position should in general possess a pleasant personality, self-reliance, fair mindedness, and the ability to control a meeting in an effective manner. These traits may be developed to a satisfactory degree by any student who is seriously interested in attaining success in discussion.

Successful leadership in discussion requires careful preparation and careful planning. A list of the leader's duties and responsibilities during the course of the discussion would include the following:

1. He should check the arrangement of chairs to make sure that all members can see and be seen. If an audience is present, he should arrange the chairs so that panel members are facing partly toward the audience.

Before starting the discussion he should introduce the members of the panel.

3. It is his duty to introduce the subject and to guide the discussion into the proper phase with a leading question or questions.

4. He should be well prepared on the topic and should have an outline of the problem to serve as a general guide.

5.The leader should not dictate the course of the discussion, but rather should allow the group to develop it collectively. He should attempt to keep on the particular phase under consideration.

6. He should not permit one or two members to dominate the discussion. When two persons wish to speak at the same time, he should give preference to the one who has not spoken, or who has spoken less frequently.

7. The leader should summarize each point of the discusion when it appears to have been developed sufficiently.

8. He should draw shy or reticent members into the discussion by asking questions calling for their opinions.

9. He should not introduce his own opinions too frequently and he should not support a particular point of view.

10. If disagreement occurs at a point of the discussion he should do one of several things: attempt to

find a compromise, restate the positions expressed and ask for opinions from other members of the group, call for a vote and then proceed with the discussion on the basis of majority opinion.

11. He should not talk every time someone makes a contribution. If he talks too much he is likely to find the members of the group making their comments directly to him, and he then becomes the center of the discussion rather than the guide.

12. He should encourage consideration of all points of view. When a group hold common beliefs concerning a problem, they are inclined to neglect other points of view. For example, in one discussion on "race relations," a group of midwestern students developed the subject in keeping with biased midwestern views. But in a later discussion on the same question a boy from Detroit and a girl from Texas introduced many ideas that had not occurred to the other members of the group.

13. Avoid asking questions that may be answered by a simple "yes" or "no." Phrase your questions in such a way that information must be given or a point of view expressed in answering them.

14. If too many persons desire to talk at the same time the leader is justified in asking the panel members to obtain recognition from the chair before speaking. The informal method of contribution is to be preferred, however, whenever the situation will permit.

Participating in Discussion

Each person taking part in discussion has a responsibility to the other members of the group and to his audience. It is impossible for the chairman or for two or three members of the group to make the discussion representative of the collective opinion of the group. This can only be achieved when every member is fully prepared to carry his share of the discussion. The participant will be more likely to accomplish this responsibility if he keeps well in mind the following rules and suggestions.

1. **Makes careful preparation.** Through extensive reading and serious thinking the panel member should organize his ideas, set them down in a well arranged outline, and come prepared to contribute his share to the consideration of the problem. He may use the outline during the discussion.

2. **Do not monopolize the discussion.** When one is well prepared, the temptation may be to talk too much. The participant should express ideas briefly and clearly, then give others a chance to talk.

3. **Avoid argument.** When your point of view is challenged or refuted, avoid the desire to rush to its defense. Wait for other points of view to be expressed, then if you feel that your idea should have further support, speak calmly and fairly. Direct your remarks to the entire group or audience. Do not center your attention upon the person who has opposed your point of view.

4. **Do not become a proponent of a particular cause or course of action.** One should avoid as much as possible identifying himself with a particular point of view. If the participant will introduce ideas in the third person, as: "It has been suggested" . . . "It might be possible to use this method" . . . or, "Do you think this would work?" . . . rather than starting with expressions such as ,"I believe" . . . "It seems to me" or "This is what should be done," he will find it much easier to maintain a neutral position.

5. **Think before you speak.** One should make sure that his point is related to the phase of the problem under consideration, and that his comment will be a contribution to the topic. Too many participants are guilty of confusing the point under discussion by introducing ideas that belong in the latter stages of the discussion.

6. **Be a good listener.** Listen to understand. Follow the course of the discussion. A discussion panel is not the appropriate place to think about next week's date or tomorrow's assignment. Be alert.

7. **Assist the chairman in keeping the discussion in the proper pattern.** There are many ways in which each participant may aid the chairman. He may ask questions to draw other members into the discussion. He may suggest a compromise between two differing points of view. He may assist in keeping the discussion lively and interesting.

8. **Be ready to ask questions** to clarify a point that is not clearly understood or which needs further development.

9. **Be willing to adjust your point of view** if the members of the panel demonstrate that it is incorrect.

10. Include all members of the group in your comments, and also talk to the audience, if there is one.

11. **It is unnecessary to address the chair constantly or to wave your arm to get attention.** Watch your opportunity to speak and when another person finishes speaking; make your contribution. You need not wait to be recognized. There is no limit upon the number of times you may speak, but one should remember to give others an opportunity.

12. **Be friendly, conversational and interested.** Project your voice sufficiently to be heard by all persons in the room, and at the same time keep your speech conversational.

13. Contributions may consist of: statement of a point of view, agreement with some other member of the group, information or evidence to support or clarify a point, questions directed to any member of the group to clarify a point, statement of a difference of opinion, asking someone for an opinion.

14. Posture is perhaps less important than in the formal public speaking situation, but the participant should sit up in order to be seen and heard.

The following books will prove helpful to teachers and students in studying discussion:

Baird, A. Craig, **Discussion, Principles and Types,** McGraw, Hill Book Co., Inc., New York, 1943.

Ewbank, H. L. and J. J., Auor, **Discussion and Debate,** F. S. Crofts, & Co., 1941.

Garland, J. V., and Charles F. Phillips, **Discusion Methods,** The H. W. Wilson Co., New York, 1938.

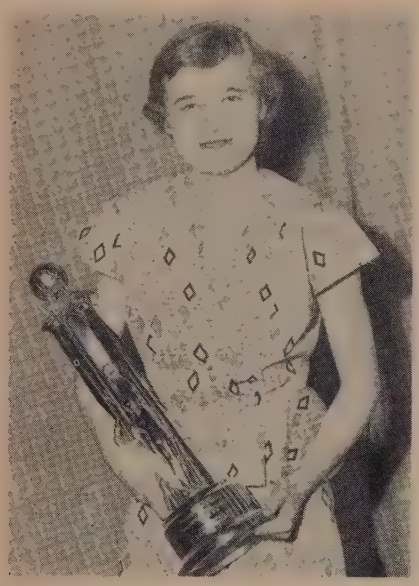
McBurney, James H., and Kenneth G. Hance, **The Principles and Methods of Discussion,** Harper and Bros., 1939.

Nichols, Alan, **Discussion and Debate,** Harcourt, Brace & Co., New York, 1941.

Sattler, William M., **Discussion in the High School,** Oklahoma High School Speech League, Extension Division, University of Oklahoma, Norman, Oklahoma.

Dale Purcell, M.A., University of Redlands 1949, has just accepted the Speech position at Ottawa, Kansas. Ottawa is the Alpha chapter of Pi Kappa Delta. Its debate team reached the semi-finals in the West Point Tournament last spring. Plans for this year include the entertainment of the Pi Kappa Delta Provinces of Kansas and of the Plains. The Pacific Coast Province may also join them in a repetition of the Tri-Province contests of two years ago if the distance factor does not prevent.

1949 National Forensic League Winners

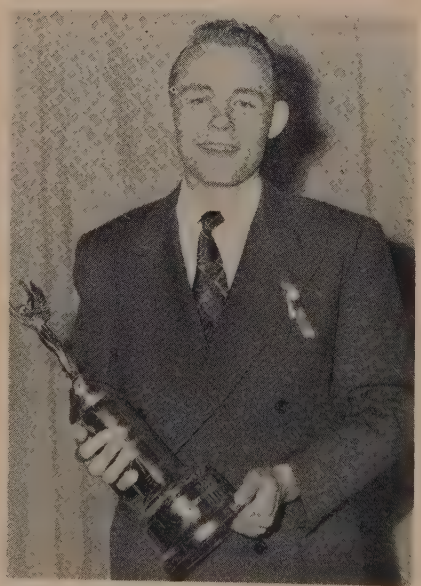


ORATORICAL DECLAMATION
Pat Schlaht, Central H. S.
Sheboygan, Wisconsin

EXTEMPORE SPEAKING
DeVier Pierson, Classen H. S.
Oklahoma City, Oklahoma

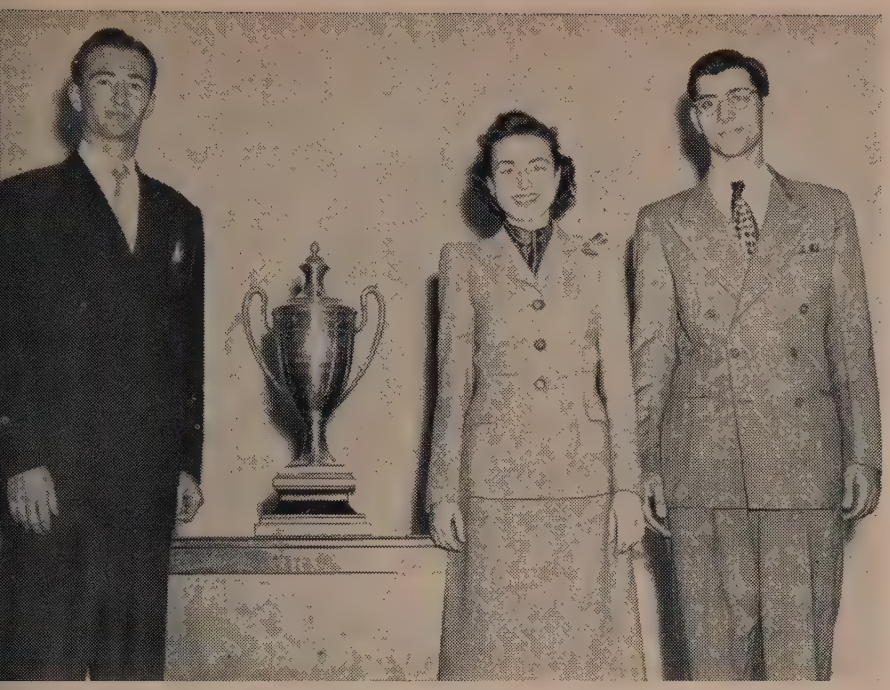
DRAMATIC DECLAMATION
Carolyn Parks, Santa Rosa H. S.
Santa Rosa, California

ORIGINAL ORATORY
Mark Gibson, East H. S.
Denver, Colorado



RADIO ANNOUNCING
Lloyd Richards, Central H. S.
Omaha, Nebraska

HUMOROUS DECLAMATION
Harland Randolph, East H. S.
Columbus, Ohio



1949 University of Alabama team and Coach, West Point Winners. eft to right: Oscar Newton, Miss Annabel Dunham, Coach, Mitchell Latoff

The West Point Tournament is Nation-wide in its participants, and is the nearest thing we have to a National Debate Tournament for the Colleges.

The Ohio State High School League maintains three major divisions in all the main high school speech events: The A schools; B schools and County High Schools. The district winners meet in a statewide championship tournament. In addition to the annual high school league conducted by Ohio State University, the Speech Organizations of the state unite in a speech Clinic or Congress each fall in which papers are presented and an exhibition debate on the high school subject is held.

1949 Ohio State High School League Winners, All Events.

Specimen Debate Division

ELECTION OF THE PRESIDENT OF THE UNITED STATES BY A DIRECT VOTE OF THE PEOPLE

First Affirmative Constructive

Mr. Chairman, Ladies and Gentlemen: The discussion before us is an old one. It concerned the framers of our national constitution, who thought they had solved their problem when they decided that our President should be chosen by an electoral college, composed presumably, of a group of carefully selected men of intelligence and recognized judgment. This carefully evolved plan to avoid popular choice in favor of wise discrimination and selection by the competent instead of by the people, whom the founders evidently distrusted, has not worked since the first two presidents—Washington and Adams. In 1800 the contest between Jefferson and Aaron Burr brought a change. Uninstructed electors selected by the individual states gave way to instructed delegates selected by political parties. The machinery of presidential election from that time on was practically seized by extra-official political units such as the Federalists, the Anti-federalists, the Republicans, the Whigs, etc. These parties derived their support and authority, of course, from the natural instinct of people to group together around ideas and principles. In this way the original idea of the independent electoral college was defeated or circumvented in favor of the popular will, but like all changes in custom and not in law, did not make the custom a clean break legally but left a possibility of confusion and disaster in the continuance of the electoral college officially.

So here we are left with the old framework, distorted, abandoned, and practically unused, while we have compromised with a semi-legal method of procedure which usually achieves the will of the people, but does not guarantee it. Three times in our history we have been up against crises in which our system skated dangerously near disaster. In spite of this we have left the old idea in tact, and potentially dangerous. There was the Jefferson-Burr controversy, in which the change of one vote saved us; the Jackson-Quincy Adams election, in which popular vote failed to agree with the final disposition of the presidency by Congressional decision, and the Tilden-Hayes imbroglio in which we narrowly escaped civil war and violence and accepted another President who did not have a majority vote. There have been several other instances in which the popular vote and the electoral vote failed to agree and a minority candidate won. As a rule the two votes agree, and because of this fact, with characteristic American delay and optimism, we have let the situation drift, forgetting the risks and dangers involved. Our proposition for debate is merely this: Shall we cut a dead limb from our national tree? Shall we modernize our fundamental law and make it accord with our practice and present desires. Why not abolish the electoral college? Why not elect our President ostensibly and legally by a direct vote of the people? Why hang on to indirection and subterfuge?

There are several reasons why it would be expedient and wise to abandon the electoral college and award the presidency, not by a decision of the states, but by the direct verdict of the people expressed in a direct election, national in scope and character.

First let us consider the reasons for abandoning the electoral college. This shall be my duty in this discussion. Next, let us consider the advantages of a direct popular vote, which my colleague will bring to you later.

The first reason for abandoning the electoral college is that it is unjust. It rides rough shod over the minority. Because of the unit rule or the custom of awarding a state's entire electoral vote to the party receiving the largest number of votes, whether a majority or a plurality, we take away the voice of the minority so far as that state is concerned. This minority might be in agreement with the national majority, but we disqualify them and nullify their voice anyway. For instance, Cleveland eked out a meager 1149 vote victory in New York State over Blaine in 1884 and received all of the electoral vote of New York. Again Franklin D. Roosevelt received 449 electoral votes and Wendell Willkie 92. It has been figured out from election returns that a proper distribution of the electoral votes on the basis of popular vote would have given Roosevelt 290 and Willkie 241. It takes only 266 to elect, so Roosevelt would have won anyway, but not by the landslide he was credited with by thoughtless journalism. Roosevelt actually received 159 electoral votes which really belonged to the loser. This illustrates the injustice of our system as it stands and its unfairness to the minority.

Second, the electoral college should be abolished because it makes possible the election of a minority vote president. The electoral vote of a few of the larger states, won by very small majorities or pluralities as the case might be, might elect a President and Vice President against the total popular will of the states and the people. In fact, this has happened at least three times: in the case of the Andrew Jackson-Quincy Adams election; in the Tilden-Hayes election of 1876, and in the Cleveland-Harrison election of 1888. The defeated candidate in each case had a larger popular vote than the winner. This sort of thing does not make for satisfaction, and goes against our sense of what is just and right. It violates our settled preference for democracy and majority rule.

A third reason why we should abolish the electoral college is that it promotes discrimination between different classes of voters. The votes of those living in the small states have more weight in the final result than the votes of those residing in the big states. For instance, a resident of Nevada outbalances a resident of New York by a 1 to 8 count, as 14,616 persons in Nevada rate one electoral vote and in New York it takes 112,478 to gain one electoral vote.

A fourth reason for changing from the electoral college to a direct vote is the constitutional method provided for breaking ties or

deadlocks in the electoral college. The constitution throws such a result into Congress. ...s happened in the Tilden-Hayes election. At that time even the House of Representatives which chooses the President was tied, and Congress had to devise extra-machinery to get out of the predicament. There was a dispute as to the proper vote or count in certain states and a commission was set up to make the decision in such cases. Thus we had a narrow escape that should warn us never to let this thing happen again, for it is generally agreed now that the Presidency, despite the popular vote and the electoral vote, was stolen for Hayes through political juggling and questionable procedures. Mr. Tilden was actually offered the presidency, according to Henry Watterson, of the Louisville Courier, according to an article in the Century Magazine, for a price. He refused to barter. Mr. Hayes is said to have received the vote for patronage when Tilden refused to be mulcted.

Mr. Tilden also refused to sanction a revolt from the decision of the commission and an appeal to violence. Evidently we owe much as a nation to the high patriotism and high minded attitude o. Mr. Tilden. We may not be so fortunate in some other candidate in some future occasion. We face a possible situation here that no one can justify.

A fifth reason for abolishing the electoral college is that the electors as a rule are merely rubber stamps. They have no function that has not atrophied. Few electors would dare use their individual judgment or preference as the framers intended because of the overbearing domination of the political party which chose and elected them. Why should we perpetuate such a farcical and unrealistic situation?

A sixth reason for abolishing the electors in favor of a direct vote of the people is that there is a constant attempt to concentrate the election of a few doubtful states whose electors are great enough in number to decide the issue. Also there is a constant temptation to resort to corruption and chicanery in such states when the vote is close. A direct vote of the people would reduce ...e importance of one state and tend to equalize the importance of all. This would nullify the temptation toward political jugglery and miscounting of ...e vote in close instances.

A seventh reason for change is that the present system discourages the minority from voting and tends to increase the stay at home vote. In a state where your party is known to be in a hopeless minority there is little depending upon a vote, and the tendency to neglect the obligation to vote is noticeably persistent. This situation contributes to the disfranchisement of the Negro vote in the South. It also contributes to a light vote in the Southern states. If there were a direct vote on the presidency the minority would count a great deal more and there would be a greater incentive to vote. We maintain that this would be a salutary thing, and is an excellent reason for abolishing the electoral system.

Finally, in case of a political revolt such as seems to be shaping recently in the South (witness the Dixiecrats and civil rights and liberties) there might be an upset entirely uncalculated if feelings ran strong enough. Since there is no law to compel an elector to vote as the party dictates, and since he is a free agent politically, the day may come when an electoral revolt will be planned for the purpose of throwing an election into Congress. If there is one contingency we should avoid, it is throwing the election into Congress, for that, as past experience shows, opens up the presidency to graft, corruption, political logrolling, and dangerous uncertainty. In such circumstances the will of the people will most likely be thwarted. Can we tolerate such possibilities, such outworn, obsolete, and discredited methods of selecting our President?

First Negative Constructive

Ladies and Gentlemen: We the negative are not so improvident or so blind as to contend that our system cannot be improved in presidential elections. However, we feel that the contentions of the affirmative are perhaps unduly alarming and that the danger of deadlocks, ties and Congressional wrangling are not entirely realistic. The affirmative has magnified the importance of the issues and has completely ignored the real dangers and difficulties in our political situation. What are the real faults? the real dangers in our situation?

As we view presidential elections in our country, the thing that is wrong is not the electoral system or the lack of a direct vote on the presidential candidates. The evils of the electoral system are slight and fade into insignificance as methods of defeating popular will as compared to the raucous party conventions, the smoke-filled hotel rooms, the delegate swapping and political trades among the party bosses and President makers. This we face every four years, whereas deadlocks are rare, and defeat of the popular will even rarer. Evidently the affirmative has become unduly aroused about the wrong thing, the wrong phase of American elections. How about getting rid of the political hocus-pocus, the band wagon stunts, the political bargaining, the President making, and the claptrap, the political bosses who later emerge to control legislation and governmental action?

The party convention is a choice bit of political buncombe. We all know it is a method of telling the people whom they can vote for and like it. Witness the nomination of Warren G. Harding. Was he the people's choice among the prominent Republicans of the day? We all remember the long drawn out struggle over Champ Clark, Woodrow Wilson et al, and the manipulations of William J. Bryan in solving the deadlock. We haven't forgotten the Smith-McAdoo fight nor the Roosevelt-Garner deal. The radio has brought home to us vividly the asininity of party conventions. Our trouble is that in this country President making is not a matter of square shooting, honest politics, and probably never will be. The entire difficulty lies in the control of the nominating machinery and in the extra-legal position of the party. A small group of corrupt party politicians will always seize upon the President making function, and will always seek to be on the inside, on the know, and in a position of control.

A very fine example of what we mean is the establishment of the unit system in each state, so that the party with the most votes takes all the state electors regardless of how close the vote and disfranchises the minority party or parties. This whole concept of instructing the electors lacks legal standing (exists because it was not expressly forbidden), and seizing all the state votes if one has the prevailing plurality in a state shows the caliber of party politics, its selfishness and grasping willingness to take advan-

tage of temporary power for party aggrandizement. The affirmative has already pointed out the injustice of this situation and has blamed it on the electoral system, given it as a reason for abolishing the system, when it is evident that it is party politics and not the electoral system that is to blame. It is the unit rule, a political creation, and not the electoral system. We are not saying that politics are completely bad, we are just merely calling attention to the truth and the real trouble in the situation.

Not only will the politicians willingly disfranchise the minority, and discourage full election participation in a state in order to stay ahead and on top, but they will deliberately plan to get ahead or remain ahead by fair means or foul. Political parties never balk at foul means. There is a term in American politics that aptly expresses what we are talking about. It goes a long way back into history—Gerrymandering. This was a word coined to describe the process of dividing a state into Congressional districts for the election of Congressmen in such a way as to take full advantage of party strength, and avoid party weakness. Since the electors were originally chosen in the same way as Congressmen, and probably would be now if it were not for the political advantage of the unit rule, we begin to see the interplay of party politics, and the force of the old adage—the public be damned. Sure, let's have direct vote by the people, as long as that satisfies them, and as long as we make the real choice in the nomination. The affirmative, we say, is unrealistic when it tries to focus our attention on minor matters like the electoral college, and swallows the political buncombe we endure without any attempt to do anything about it.

Now don't get the idea that these things are just mere occasional matters of political shennanigan obtaining in a few minor instances. There is such a thing as shifting power among the states in our country. And don't think it escapes the political bosses. After every census we are due for an adjustment, because the law says that each state shall have two electors for its Senators and one for each Representative. Reapportionment determines the number of electors each state has. Now there is such a thing as delaying the adjustment and reapportionment after a census to avoid defeat in the oncoming election. The desire to remain in power longer is father to the deed. This sort of thing has actually happened. For instance, California, which has been increasing rapidly in population, has been consistently kept down in the electoral college. When California decided the Wilson-Hughes election along with Minnesota in 1916 we had 11 electors. We now have, after three census periods, 25 electors. After the next census in 1950 we are due for another boost. So also is the entire West Coast. To avoid loss of electoral votes many states have stalled in Congress when reapportionment is the issue. It used to be the custom to expand Congress to avoid taking away electoral votes from states. Congress has about reached the maximum of expansion in efficiency and in housing capacity in the Capitol Building. This means the loss of electoral votes to some states, and if they are tied up with the majority—what a howl, and what an exhibition of juggling is likely to result. Parties make such adjustments reluctantly, with eyes always askew upon the results in the next election. Statehood has even been denied and delayed in some instances because of the effect on the next election, and the control of the national administration. You have all heard of the Missouri Compromise, and know just what I mean. Just how will destruction of the electoral college and direct vote for President get at the real evils, the real disfranchisement of the people. And the affirmative is pleading for the disfranchised.

This situation cannot be remedied by allowing the states the same power in an election as they now have electors either. Besides election by states is not direct election anyway. Election by direct vote eliminates the power of the states, ignores the federal system, and takes further steps toward centralization and a unitarian form of government. The affirmative are bent on destroying the system established by the founders, in favor of the thing the founders distrusted—the thoughtless, fickle will of the people, who act upon prejudice and impression and emotion rather than upon studied intelligence. Now do not misunderstand us—we are not saying that the people should not have a say. We are saying that the founders had some justice for their point of view, that they knew human nature and hero worship, and demogoguery fairly well.

Now if we merely add the popular vote of the people state by state as it comes in till we get the grand total, we open up the situation to new evils. It is the consensus of opinion, ably put by Senator Vandenburg of Michigan, and ably seconded by others, that election of the President in this manner opens up the presidential election to multiple party systems. We have seen what the danger of the multiple party system is in such countries as France and Italy, where the cabinet cannot maintain power by coalitions and is constantly falling at critical moments when a strong government is needed. This sort of thing stymies progress, legislation, stability, and clears the way for crooked politics on the part of minor parties and their leaders, which are put in position by coalition necessity to throw monkey-wrenches into the works. Through this sort of thing we saw what happened in Czecho-Slovakia when the Reds utilized party manipulations to take over national control. It is our contention that we do not want to make the possibility of multiple parties in America any easier than it now is.

When there are two major parties, as we have had for the most part in our country, minor parties are not much of a danger, but increase minor parties through direct vote by making things easier for them, and we must reconcile ourselves to minority Presidents, to coalitions, interlocking blocs and agreements. We say this because such a well trusted Senator as Capper proposed a law in Congress that specifically provided for minority Presidents, ease of organizing new parties, and establishment of direct vote. We maintain that we are not pipe-dreaming when we point out the logical result of such a law. Direct election will make it easier for more persons without party power under our present system to run for President. It empowers Henry Wallace to raise insurrections. In the end we offer communism a chance to head up malcontents, form coalitions, and follow the European multiple party history. Can we afford to take these chances merely to make what is more or less an academic adjustment?

Governments evolve; constitutions change by custom, practice and interpretation. If we have avoided be-

ing straightlaced by political ingenuity, why not let well enough alone? Unless we can get at the real evils, why get hot and bothered over our political situation?

We suggest we might better turn our attention to a presidential primary system if we really want to empower the people with a direct vote, or we might find that proportional division of the electoral vote of the states might do, or district choice of the electors might accomplish much of what we'd like to change. Such actions might get rid of some of the more important evils that we now face, and prove vastly superior to such a drastic change as abolishing the electoral college, destroying the status of states and fedralism, and establishing a direct vote of the people with its accompanying evils and potential dangers.

Second Affirmative

Ladies and Gentlemen: My colleague has spoken to you of the evils and difficulties we face by perpetuating an outgrown, outmoded, outdated anachronism such as the electoral college. Not only are we inconsistent with our practice, our beliefs and democratic government, but we are actually taking chances by letting the electoral college stand to repeat in some close election the dangers we know exist in the system. It behooves us to be wise and provident and to make the change when the issue is not mixed up with politics or individual political fortunes or party strife.

It is my duty in this debate to show the advantages of a direct vote of the people for President. Before doing this, however, let me pause a moment to take a look at the red herring the negative is drawing across our pathway. It seems to them that a direct vote will open up American politics to the multiple party evil, which the Communists are sitting waiting to take advantage of, if we poor, thoughtless citizens make the ballot in this country mean something, which party politics cannot destroy by electoral college politics and maneuvering. The negative is afraid we shall embark upon a system of minority elections for President as if we do not already have that trouble. We all know that third and fourth parties in this country make but little progress and we cannot see how a change to direct vote upon the President is likely to change the situation greatly. We do not fear minor parties. Their function seems to be to advance issues until one of the two major parties takes over the issues and settles things and removes the cause for the existence of the minor party. It then promptly dies. The danger of coalitions of minor parties in this country is so far distant that the Communists will probably have to sit waiting a long time before they can pull a Czecho-Slovakia stunt in this country.

What we think is worrying the staid old U. S. Senators who sprung this multiple party cry, is the fear that winning the popular vote in America will upset the present system of politics. It will not be so easy to concentrate the campaign in a few doubtful states and win. That evidently is disturbing them.

May we point out right here that this is advantage number one of the direct vote plan. It forces the parties to make a real honest to goodness campaign to get out the vote. They cannot sit back and depend on winning New York, Pennsylvania, Illinois, California, Ohio, and Michigan. They will have to make a bona fide campaign in every state. Also the South will lose its power. The electoral college has maintained the South in political position. Enfranchise the Negroes in the South and this can be done by turning to a direct vote, and the harm done by the one-party system on the South can be in a great measure overcome. And here lies advantage number two. Direct vote will tend to break up the one-party system in the South. What a benefit that would be to our country, we do not need to enlarge upon. The beneficial consequences are too palpable to need explanation.

Another advantage of the direct vote is that the greater ease of organizing a campaign and running for the presidency will have a healthy effect on major party politics and natonal political conventions. The showing made by the minor parties will mean more than it does when its failure to obtain electoral votes is held up to scorn. Advantage number three lies here in the freedom of expresion in elections which the direct vote will give to the minor parties. Contrary to the fear that minor parties will bring coalition dangers, we hold that they will force important issues to the fore, and that they will become a corrective influence, or rather maintain the corrective influence they have always had in American politics better under direct vote than they can do now.

Another advantage of the direct vote is that the big cities in a few states which have large electoral status will not be so powerful in the national result. The small states are likely to maintain the balance of power between the party votes in the big cities such as New York and Chicago. The big political machines, built upon the influence of the cities in controlling some of the big electoral states, will lose some of their power. The negative is right, the direct vote will change politics in this country. It will change it for the better, because the appeal to the people must be met. It will not be so easy to pull off political stunts behind the people's back. Bosses will not be able to juggle state and big city votes so easily or defy the will of the people. The system will have a beneficial effect on the nominating system and the party convention—the very place where the negative says the evil really exists, and where the circumventing of the will of the people begins. Under direct vote each party will have to be careful how it crosses up the will of the people. The danger of defeat will be too great to take brazen chances. The people will have the whip hand with the independent vote and with the possibility of new parties.

Furthermore, there is an advantage in national unity obtained from a direct vote for President. We would no longer be voting as states—states rights would lose standing. The evolution in this country has long been toward unitarian or centralized government, and we maintain that this is right. We maintain that multiple state authority is bad; creates too much confusion; fosters lack of consistency and agreement, and that the time has come for us to be a nation rather than a collection of states. Therefore, we maintain that the taking of power from the states, which we admit is true of direct vote, is not an unmitigated evil, but is perhaps a great benefit in bringing national consciousness and unity.

If there is one thing the people are interested in in this country, one election in which they really join in and participate in, it is the presidential election. The more participation we can give the people in

our presidential election the better. Direct presidential nomination has been mentioned. We have no objection to it. It gives more power to the people, therefore we favor it. It is not the question at issue, however.

We have not attempted to cure all the evils in asking for abolition of the electoral college and for direct vote by the people. In suggesting this the negative is artfully trying to get your minds off the real issue. They want to make you believe that it is a part of our duty in this debate to solve all political evils, merely because we are bent upon righting the presidential election system. This is an old dodge in debating—if you can't meet the issue drag up something else.

Another benefit or thing we wish to stress that is encouraged and developed by direct vote is the necessity of becoming a national figure in politics. Under direct vote state champions will no longer be the big boys. Appealing for state electoral votes will no longer make it necessary to choose Presidents from favored states. The favorite son issue will be a dead herring. Politicians will need to consider national appeal from that time on instead of state electoral possibilities. Politics will be changed to place the emphasis on national figures—upon men who have become national figures because of national service—national prominence—because of character. A man will have to stand for something, will have to have performed well in the public eye to gain political preferment under the direct vote.

If the negative really decried the choice by bosses in the smoke-filled hotel room in the wee small hours, they are really arguing for empowering the will of the people. If there is one thing the politicians have to respect it is the will of the people in a direct vote, where it is difficult to cloud the issues. We think the big benefit of the direct vote is that it focuses attention upon the people's choices. The people develop favorites now long before nominations are made, and make their will felt in the nominating conventions. For that reason we do not think the matter of nomination is so important—certainly not important enough to follow the negative in their suggestion for a national presidential primary. It would be expensive, and would have to be duplicated practically in the regular election.

If the real choice of President lies in the nomination, by not giving it over absolutely to the people, we are maintaining the desire of the founders by holding the nomination to representatives gathered together in a convention. The thing they wished the electors to do—make the choice—is being handled today by representatives of the people. By leaving the people the final choice between or among candidates, we are only granting a democratic right to the people, we are only focusing on the national interest. We maintain that this is just and right and is a proper function of the public.

Second Negative

Ladies and gentlemen: I must confess I am a bit astounded. We have just heard one of the strangest bits of logic ever to grace a debate. It seems that the will of the founders is properly carried on by the delegates to political conventions who protect us from foolish judgment of the people in selecting a President, and that we just hand the people a sop in allowing them to select between two party candidates. It seems that the founders were right in restricting the matter of selecting the presidential possibilities. Strange isn't it that the proponents of the direct vote, of the people's divine right, should get around to such a beautiful cover up for the shortcomings in their proposition. We congratulate them on their ingenuity. A fountain that flows both salt water and fresh is indeed a real curiosity.

If the affirmative really means what they have implied, that it is proper that the selection of say the two candidates should be made by a small group of wise and intelligent citizens and then the people given a choice to decide between two fully competent and able men, why are they so anxious to discard the electoral system? At least the public could choose the electors. A change could be made from the present system of party choice and the people could return to voting on the electors by Congressional districts, and the two who correspond to Senators could be chosen by a state-wide vote. As it is now the electors have nothing to do with the choice. The political parties have usurped their function. The people do not select the electors even. The political parties choose them. The constitution gives the states the right to do this, but the states have abandoned their rights and the political parties have quietly taken over the electoral system. We could get back to law and constitutional procedure very easily, perhaps by Congressional action, and the electoral college could do the real selecting that the political party conventions now do, after which the people could make the final selection by direct vote if that seemed desirable. They could even vote on sustaining the electors in their choices and do it by districts or states.

Let me explain the logic of this proposal a little further and more thoroughly. Originally it was intended that the electoral college should meet nationally as a college or convention. This had to be abanddoned on account of transportation difficulties in those early days. Nowadays transportation would be no problem. A national meeting of the electoral college would be easily possible and practicable. In fact, one such meeting has already been held, in Washington, D. C., after one of Franklin D. Roosevelt's recent elections.

What would be the result if we followed such a practice? It would probably work like this. Two big party nominating conventions would be merged into one. The delegates would be the electors chosen by the people by Congressional Districts and by votes of the states at large in the case of the two corresponding to Senators. No doubt the political parties would get into this by nominating the candidates for electors. However, these candidates would be known in the districts and in many cases who their first, second, and even third preferences were for President and Vice-President. The people in the district and States would have a pretty good idea of what their electors would do. They would not be legally bound, however, but would have a freedom similar to that which convention delegates now have.

When they arrived at the national electoral college meeting, there would be many ideas represented as to whom the college should select for candidates. Many parties would be represented. The two sets receiving the largest number of votes for President and Vice President would be chosen as candidates for the final approval by the people or by the states. Such a convention, composed of men from the two leading as

well as other parties, charged with the selection of presidential timber, could be and would be up against a totally different situation from a party convention with all its hullabaloo, hot air, and political gymnastics. Knowing that two candidates would be selected, the hostility of major parties would be forgotten. The selection would become a matter of getting two able men most likely to appeal to the public. The parties would have to take their chances and the minor parties might have an influence on their choices as such electors would have a voice and might even have the balance of power.

In such a system, at least the people of the states, would have a voice through their representatives, and could by law hold down the electoral college to sensible and contemplative procedure. The horseplay of party convetions could be eliminated, and perhaps some of the bossism. It would not be so easy to put over the party choices on the public.

What are the advantages of such a procedure? First we would retain the original idea of the founders that wise and intelligent men should make the presidential selection. It would be hard to put over party nonetities on the districts and states in such a system. The constitution now makes it illegal for office holders in the federal system to be electors. That could be retained and the districts could choose men not politically bound or officially affiliated with any regime.

Second, it would reduce the prominence of parties, and emphasize the importance of able and competent candidates for the supreme office. Most intelligent Americans have come to realize that our political parties have no real distinguishing fundamental principles any more. When they are in office the Republicans are for centralization and the Democrats for states rights. When the Democrats are in they are for centralization and the Republicans are for states rights, or at least against the concentration of too many socialized projects with the federal government. We have such a large independent element to whom party means nothing, that it would not even be too great a shock if both candidates for President and Vice President were chosen from the same party. We would all admit that we might get as great difference in political philosophy in this way as we could if the candidates came from two different parties. As a matter of fact, most of us would admit that party distinctions are now largely artificial.

Third, it would place the emphasis on getting competent men, statesmen, if you please, rather than party candidates. This is the way our country began, and the way our founders intended it to be. Unfortunately they lost the way when they abandoned the national electoral college for state electoral colleges on account of the transportation difficulties. We could go back to the original plan, and this is exactly what we the negative think we should do. We do not favor giving up the electoral college idea. We favor retaining it and forcing the parties to comply. We are not against the people. We want them to have a say, and have a say unwarped by party politics. We can see many advantages in this plan.

For instance, it would have a tendency to place our President above party politics, and make him more the President of all the people. It would make it easier for Americans to abandon partisanship in favor of issues.

Again, it would have a tendency to allow us to concentrate on individual issues in the federal government. Of course parties would still be important in Congress, but the President would not have to be tied very closely to any of them. He could pay attention to issues rather than politics. We have so much evidence of lack of party solidarity in Congress now, and so much independence on issues that we do not feel that our proposal is too unrealistic. It should work. Possibly it would result ultimately in parties more realistically founded upon issues than is true now. We do not think it would negate parties, but it should bend them to a more rigid pattern of public usefulness.

Unless the affirmative is unalterably bound to the party convention system, whose evils are apparent to all, and unless it wishes to destroy the federal system, and admittedly the direct vote will do it, why not consider favorably a rejuvenated electoral college which shall meet nationally after election by the states and districts. Then, when they have selected the two best candidates, regardless of whether they represent two different parties, why not let the people vote as they do now to sustain the action of their electors. The result would give us a presidential election, based upon the electoral college vote. There would be little likelihood of deadlock in a vote to sustain our electors in their choices. There would in all probability be little more likelihood of ties and appeal to Congress than there would be in a direct vote, and we would not have to face any of the evils now involved in a direct vote or in party conventions.

First Negative Rebuttal

Friends: This debate has taken a rather iteresting turn. Allow us to sum up things now that the constructive evidence is in. Where do we stand? To begin with the affirmative champions a direct vote, despite the fact that it will not remedy the real evils in the presidential election situation, and despite the fact that it will destroy the federal system, and open us up to the dangers of the multiple party system of Europe. Then to crown argument and cap the climax, they admit in defense of the party convention system, that it is better for a select few to make the nominations rather than to trust the people—an inconsistency we find it hard to reconcile with their case, but an admission that fits beautifully into ours. Evidently they thought that because we attacked the party nomination system we would champion the National Primary System. We have not done so because we can also see its faults, which are in many ways similar to the faults of a direct vote of the people.

Our idea is to ask Congress to finance the expenses of a meeting of the National electoral college. This can be done without any constitutional amendment. Next we have proposed that Congress ask the states to select electors by district, except the two at large. This is clearly within the province of the states and they would doubtless listen to an appeal from Congress. Congress can also change the date of selecting the electors and request that they select two candidates for President and Vice President. Then on the regular election day the people can vote as districts or as states or both on the subject of sustaining their electors or in other words making the final choice between the two nominees. If we vote by districts, we do not need a popular vote throughout the nation. We can get rid of the evils of the unit rule by states without it. In addition we

can get rid of the scandalous party conventions. We can get back to the spirit and letter of our constitution. We can improve the quality of the electors. They will become important cogs in our machinery instead of useless, colorless nonentities they now are.

The political parties can adjust to the new system without any great difficulty. It will be easy for the two leading parties to hold a preliminary caucus when the National Eectoral College meets and decide on their strongest candidate. They will know already which party has succeeded in getting the largest number of electors, but they will also know perfectly well, that the final sustaining election may change matters. Especially is that true if as a party they have the candidate the people prefer.

The people will rest assured that the acceptable nominee will be selected. They will have voted on the men to do the job—and they will be men that the districts trust. A state wil not have to go either Democratic or Republican in this plan. It will select electors from both parties in various districts. This will take care of the present injustice in counting electoral votes which has been pointed out. It may even work out that a third party may have the balance of power in the electoral college, and this very fact may force the two leading parties to seek the finest material possible for President in order to get adequate support to win.

Another advantage of the negative plan is that it is legal now as far as fundamental law is concerned. All we need is enacting legislation. True, our plan also upsets the usual type of politics, but we contend that it does not abolish what is good in political parties, merely obliges them to fit into a new system.

What then have we done? We have shown you what is wrong in the situation. We have shown you the shortcomings and failings in the affirmative plan. We have shown you the new evils the affirmative idea would introduce. And in the negative plan we have shown you a way of overcoming the evils that the affirmative has pointed out and that we have pointed out, without resorting to the direct vote, without abolishing the electoral college, but by using it in a constructive way as originally intended. We have gone further and shown you that positive advantages would come from this new method of choosing the President, that we could deal with issues better, and would free our country from a great deal of petty politics. For that reason we ask that the negative plan be accepted as preferable to the affirmative plan of abolishing the electoral college in favor of a direct vote of the people.

First Affirmative Rebuttal

Ladies aid Gentlemen: So the negative have chosen a counterplan. Let us take a look at it, and bear in mind, please, that the negative must accept the burden of proof for their plan, and must show conclusively that it is better than the affirmative plan.

As we look at it, this is what is wrong with it. First, it is a highly fanciful scheme that lacks practicability. It attempts to go back over a hundred and fifty years and start all over again, a thing that on the face of it is impossible. The negative expects with all the confidence of inexperienced youth to tell the political parties what to do after the evolution of over 150 years. The idea is fantastic, or rather it is what they called our project—academic. That's the word—academic.

Next the idea of putting the electors of both major parties into the same college to select two candidates for President and Vice President is again fantastic—or, excuse me, academic. There is nothing acceptable or practicable about it. The idea of asking the two political parties to make nominations in the same meeting or convention. Are they to vote for each other's candidates? If there is a third party, what is to keep it from making an agreement with one of the other parties for the purpose of getting the second nomination and cutting out the major party with the fewer votes in comparison to the nomination. How do our friends expect to shut off logrolling and political shenanigin in the electoral college? It is true that the negative plan makes the electors important, but that will merely serve to concentrate politics around them. We are not so sure that this method will be bribery and corruption proof in action, especially in cases of close election. How is this method going to improve on the Jefferson-Burr election, or the Tilden-Hayes election? Does it not leave us with such ties and deadlocks possible?

This plan does not get away from pledged electors or politics. Each party will run candidates in each district and in each state at large. The plan may succeed in dividing up the state electorate between or among the parties. It does not eliminate the chances for a deadlock any more than the present electoral system does. That any of the electors will act in the college meeting beyond party instructions and control is again fantastic—or, excuse me, academic. That we shall get any results varying greatly from a party convention is again an impracticable idea. All that is accomplished is to turn the electoral college into two party conventions where each can get in the other's way, and if there are minor parties represented—pull and haul at them—bribe and make promises to get their support, start agreements and coalitions, etc. The very difficulty of multiple party the negative was so concerned about is introduced here in the baldest fashion imaginable.

Again, does the negative think they have got away from the smoke-filled room and party bosses? Didn't we hear them say something about party caucuses? What does that mean? The same thing that takes place in political conventions before the ballot. The electors are not to be bound—the two highest win! All the jumping around has to be done without a test of strength or an opportunity to change one's mind as now exists in a party convention. The convention makes only one nomination, and hence there must at least be a majority—that may mean many ballots. If the two highest are to be picked regardless of party affiliation, that means only one vote. Just what, we ask, makes it superior? In what way is it more efficient than a party convention? Does the absence of banner, music, pep and excitement make it superior? or make it higher class or make it more American?

Really, ladies and gentlemen, is it sensible to go to all this fantastic folderol just to avoid the democratic principle of a direct vote? The electoral college idea has been as dead as a dodo for 150 years. When we review the case against it as we have in this debate, the case seems to us convincing and complete. The negative are evidently struggling hard to find a case, and we think that is the explanation of their sudden brainstorm.

Second Negative Rebuttal

Ladies and Gentlemen: As I begin

this final negative spech, allow me to make a correction. The preceding speaker charged us with advocating a counterplan, and implied that we would have to assume a burden of proof. We challenge this statement on the following ground. We stand for the existing machinery of the fundamental law of the land—the electoral college is the cosntitutional method. We have merely suggested that we use it. That Congress appropriate some money to carry it out, and that the states change the method of selecting the electors and that Congress change the time. We suggest that the purpose would be to make the elecoral college function. Now if what is already in our constitution does not partake of the status quo, and if enabling appropration and statutes are not possible without being labeled a counterplan, we'd like to know what is wrong with our thinking. Are we haywire or are our opponents careless of their language and inaccurate in their thinking? You be the judge. Allow us to say that we intend to assume our burden to defend the electoral college and to attack the direct vote. We assume that to be our duty as the negative. We are not championing any counterplan. We are trying to activate what we now have.

We are accused of perpetrating a brainstorm. We are said to be impracticable—oh no, excuse me—academic was the word. The affirmative heaps ridicule upon our plan. They attempt to reduce it to the status of a political party convention which they perforce advocate, and then say it is academic and impracticable. By this process just what have they done to the political convention, could it too, be fantastic and horrible thought — academic! The affirmative has gone a long way to defend an extra legal institution whose performance has often irked the judicious in this country. They tried to make much of the fact that a convention took many ballots to nominate and that perhaps the electoral college would take only one, and select two nominees for each office instead of one, and of the fact that the electoral college would act like a bunch of politicians. May we point out that this is an assumption and not evidence. They even hint that there might be bribery in a close case. This type of argument impeaches the wisdom of the framers of the constitution, and implies that democratic government is practically hopeless unless we adopt their particular brand of it. Also they charge us with setting the stage for the third or minor parties. Frankly we do not anticipate much trouble from this source. We propose to elect the college from the same constituencies that Congress comes from. Have we been bothered greatly by members of the third party in Congress? This merely shows how unrealistic the affirmative is in atempting to cast aspersion upon our plan.

If this is a sample of the arguments upon which they condemn our plan as academic and impracticable, we ask that you look twice at their remarks. If the public cannot be trusted to elect honest men to select their presidential nominees, it takes a lot of brass to ask us to stand for the type of delegates that attend policital conventions. We are not charging that all these delegates are bad or corrupt; they are just manipulated by a lot of party bosses and President makers. We do not think getting the vote over in one ballot, and the selection made is an unmitigated evil. Such a vote will reflect the will of the constituency who elected these men, and if the affirmative is sincere about wanting the popular will accomplished, what is wrong with it? Extra ballots and logrolling can be counted on to change or defeat the will of the people. What is the advantage in that?

Now frankly, what about this charge that we are merely putting up a debate case? Pray what are they doing? We haven't noticed anything profound about their case either—and as for being realistic—that is what is wrong with their case—it is too realistic—too politically realistic. We admit that we might have a hard time getting Congress to adopt our idea and carry out the electoral college plan, but we haven't noticed Congress falling all over itself to adopt their plan either, and they have had 150 years or more to do it. Maybe it's a case of the pot calling the kettle black.

As a matter of fact, neither plan is likely to be adopted until the people demand it. That requires education and resolution, determination. We feel the negative has the superior plan because it carries out the original purpose of the founders, eliminates the chief evils in the present situation, and shares with the people the functions of democratic republican government, and does it without making any very great departure from existing fundamental law. The affirmative wants to change this fundamental law to agree with the present political extra legal adaptation of the constitution. We do not. We want things left alone and we advocate making use of what we have in a manner becoming to a republican form of government.

Second Affirmative Rebuttal

Ladies and Gentlemen: May I be permitted at this juncture to pour a little oil on the troubled waters. I congratulate the negative on making a hopeless case sound like a good one. The electoral college has been dead as a dodo for over 150 years. Their desperate attempt to bring it back to life merits praise for their courage but reflects little credit on their judgment. Even Congress cannot change the time by turning the clock back or stopping it. That may extend a legislative day but it doesn't stop the sun. When we point out that the entire evolution of government in this country has been against their idea, we have said enough for all practical persons. The entire trend has been toward empowering the people, and that after all is the meaning of the direct vote—give the power to the people. We notice that the negative itself did not gainsay this principle but came out actively for it.

Their case is a strange mixture of the anachronistic and the modern. It has never been advocated in Congress or anywhere that would attract attention or advocates. It is merely academic, as we said, and constitutes a debater's case. Abolish the electoral college and adopting a direct vote have been advocated in Congress and before the public for over a hundred years. Our idea is not new, radical, or impractical. It has been advocated by practical statesmen for many years. Senator Capper of Kansas and Senator Lodge of Massachusetts are among the recent adherents of abolishing the electoral college and changing to the direct vote for President. The negative have not given us any authority for their plan, or named any champions who have advocated it. We are asked to adopt a completely novice idea.

In my constructive case I gave you eight good reasons for abandoning the electoral college. My colleague in his first speech gave you six good reasons for the direct vote by the people. In the case of the

electoral college the negative attempted to show that their plan would overcome these evils. In the case of the direct vote the negative used evasive tactics and charged counter-evils such as multiple parties, destruction of federalism in favor of unitarianism and attempted to get us off onto the subject of political corruption and direct presidential primaries, political conventions, unit votes and so forth. When we showed you what was wrong with the Presidential Primary system they abandoned it. When they saw we intended to support the party convention system, they attempted to cast aspersions on the system and propose a substitute for it. We said this attempt, involving as it does the adoption of methods abandoned over 150 years ago, was not realistic but academic. We still maintain that that is the case. We do not think the people of this country want to give up a system that has worked successfully in this country during the life of our nation. Forbid that we should cast any words of disrespect at our founders, but really we cannot see that electoral idea that they had. It never has worked, and from all appearances never will. For that reason we indict the negative plan on the grounds of practicality, wisdom and a sense of the realistic. They are indulging in a pipe-dream.

We make no apology because Congress never has as yet passed our plan. Congress has neglected to do many worthy things. We agree that the people must want the direct vote bad enough before they will get it. We will agree that it will take education, agitation, demand. We are glad to have had this opportunity to contribute our part toward this end.

Department of Discussion

Edited by WAYNE THOMPSON

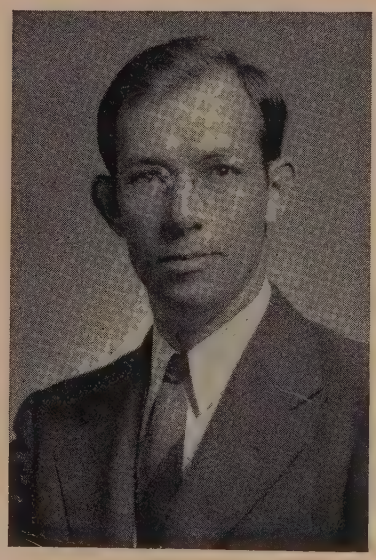
NON TOURNAMENT INTERCOLLEGIATE DISCUSSION

MARILYN NESPER HEWLETT
Chicago Undergraduate Division, University of Illinois

MOTIVATING the discusion program is a major problem for a forensic director. Recognition has come from most directors that discussion is a worthwhile speech activity, and that such a program should join its associates, debate and public speaking, in the well-rounded forensic plan. Yet, even when the directors are themselves so motivated, the problem persists of how to interest students.

It is true that discussion often has a pseudo-appeal to those students who look upon it as a glorified "bull-session." Discussion and conversation to such students are synonoymous terms. The student, then, who delights in the "gab-fest," who glories in publicizing his views, who is facile in commenting on **any** topic, is drawn to a discussion as he would be to any exchange of social chitchat. This atitude, however, is obviously a detriment to real discusion. It is difficult, for instance, to make this student understand the need for thorough preparation. Discussion to him is "just talk." It is difficult to encourage objectivity. He "says what he thinks." It is evident that such an appeal is of little genuine aid to the director.

Certain schools have motivated discussion in two ways. First, many colleges offer course instruction which provides students an opportunity to learn discussion objectives and incentive to participate.



PROF. WAYNE N. THOMPSON

A second plan is to sponsor a conference where students from various colleges are rated individually as discussion participants. Both classwork and conferences have supplied valuable stimuli at some schools.

Neither of these plans, however furnished the Chicago Undergraduate Division of the University of Illinois with a solution to the problem. The two-year curriculum did not provide for a discussion course. And possibly because there was no course, the University did not have the student personnel necessary to direct a large-scale conference. Another means of motivation was needed.

The final plan actually involved a two-fold form of motivation. First of all, the stimulation of an audience situation was furnished. In the second place, intercollegiate discussion provided the impetus of exchanging ideas with students from other schools. The combination resulted in the **Intercollegiate Forum.** How this two-fold motivation was incorporated into the program may be found in the details of the plan.

The Plan of the Discussion Program

The Intercollegiate Forum was planned as a curricular, not an extra-curricular activity. Its direction was entirely in the hands of a staff member. The programs were held during school hours. The Forum was planned as a learning device for the student speakers and for the student audience. Implementation of the Forum as a learning device was expected to come from later instruction in the speech and rhetoric classes, and from the additional reading which members of the audience were encouraged to do.

The library staff fostered the emphasis on further reading. From a bibliography which the Forum director prepared, a librarian assembled the books and periodicals relating to each subject. A poster outlined the details of the Forum. Mimeographed bibliographies were placed by the books so that the students could take copies for their notebooks. These library facilities were publicized at each Forum.

Participants—The participants in

the Intercollegiate Forum were two representatives from a visiting school and two from the Chicago Undergraduate Division. During this past year, these schools have shared the Forum platform with us: Northwestern University, University of Chicago, Lake Forest College, Manchester College, University of Wisconsin, the Galesburg Division of the University of Illinois, Purdue University, University of Missouri, and Mundelein College.

In addition to the four speakers, there was an announcer and the moderator. The announcer—a different one for each program—also was a student from the Undergraduate Division. The moderator was the Forum director.

Selection of the Illinois speakers was based on these points:

1. A different pair of speakers appeared each time.
2. Most students were invited, but none compelled to participate.
3. Usually, students other than members of the debate squad were asked to speak.
4. Students were recomended because of their work in the fundamental course, or because of their knowledge of a particular subject.

The participants from other schools were, more often than not, members of the debate squad. The explanation here is simple. The visiting schools frequently were in the Chicago area on a debate trip, and they added the Forum to their list of activities.

Time—The Forum was planned for every other Friday—the day that we found most convenient for our guests. So that different speech and rhetoric sections could attend, the time of day was varied for each meeting. A single fifty-minute period between nine and four was used in all instances.

Audience—The Forum audiences varied from fifty to one hundred. The instructional staffs in speech and rhetoric were notified of the meetings, and those whose sections met at the hour scheduled for the Forum were urged to bring their classes. In addition, a number of other students and faculty members, attracted by posters, news articles, and person-to-person comments, attended.

For the speech and rhetoric classes, the Forum served as an example of procedures that they might use in their own discussion units. The students profited by hearing significant topics discussed and from presenting their own questions and comments, an opportunity they used enthusiastically.

Format—The procedure used on the Forum was similiar to that used on "America's Town Meeting of the Air."

1. The student announcer, after welcoming the visiting students and the audience, stated the topic.
2. The moderator "set the stage" for the topic and introduced the speakers.
3. The body of the program was the six-minute talks given by each of the four students. These talks had been outlined in topical divisions in advance.
4. After the speeches, the panel had five minutes for cross-questioning.
5. In the final period, the panel was confronted with the audience questions.
6. The moderator and the announcer made brief closing remarks.

After the first Forum, it became apparent that a fairly rigorous timing scheme was needed. The speakers just did not know when their six minutes were up, and some audience members were long-winded. At the next meeting, a student in the front row became the timekeeper—the custodian of a musical triangle. When the time of the speaker was up, he literally "got the gong." The audience never failed to be amused.

Topics—The topics for the Forum were chosen by the mutual consent of the schools involved. The questions were current, national and international, political and non-political. The Presidential campaign, inflation, the cold war, China, prospects of higher education, civil rights, and the United Nations were the topics used.

One factor in the choice of topics was the outcome of a poll. During the fiirst semester, the Forum director prepared a list of twenty-five possible topics and distributed it to about five hundred students. Each student checked the five subjects that he preferred.

At the beginning of the second semester, a series of four Forums on the topic of civil rights was held. As worthwhile as four periods are for the handling of such an involved topic as this, certain disadvantages should be noted. Many of the definitions and classifications described in detail at the first session were confused or misunderstood by the audiences for the other three sessions. Then, too, the audience often asked questions which were irrelevant to the subtopic under consideration. Finally, it sometimes seemed that the student speakers were slighting certain aspects of civil rights, when, in reality, those aspects were considered in other programs. On the whole, the topic which was handled in one meeting seemed more satisfactory.

Publicity—Several media for publicity were used. Announcements appeared in the school paper; posters were made for the bulletin boards; instructors received notices to bring classes and to announce the Forum to their students. The library, as previously noted, also was helpful.

Conclusion

The Forum served as a platform for speakers who otherwise might not have had the oportunity for facing an audience situation other than in the classroom. The encouragement furnished by such opportunities is hard to measure, but at least one may say that the Forum provided an outlet of expression for capable students, and that these students did obtain a sense of satisfaction from succesfully meeting audience questions.

At times the programs were a spring-board for other classroom work. Follow-up themes on the subject were assigned. In the speech classes, further discussions of the topic often developed, and the speech performances were evaluated.

Pleasant relationships among students of different schools were fostered. The audience seemed to take great interest in the citing of activities and examples of what was happening on other campuses. Many students, also, expresed an interest in the fact that speakers separated by some distance could achieve a comon ground of agreement on a subject.

Not the least to be mentioned as an outcome of the Forum was the utilization by the students of the question period. The oportunity to comment publicly on important issues stimulates the student to become articulate and, it is to be hoped, encourages him to become an articulate citizen in post-college life.

Some additional plans may still be tried on the Forum. It would be interesting to work with various formats, changing the procedure

(Continued on Page 118)

Speech Personalities

In Tribute to Herbert Rahe

HERBERT RAHE

When we bade goodbye to Herbert Rahe after the tournament at the University of Redlands last spring, we had no thought of not seeing him again in this world or of writing a tribute in memoriam. Yet in our June issue we carried the notice of his death by drowning while on a fishing trip in the Sacramento River near Hamilton City May 29. We could not give details of the accident then, nor did we have the details of his life and work. As far as we are able we propose to present them now so that his many friends may know what happened and more about the life of a man they knew and worked with as a friend and companion.

Dr. Rahe was head of the Speech work at Chico State College, one of the Teachers' Colleges of Northern California. He had been there only one college year, having resigned his position at Willamette College, Oregon, to take the Chico position. He had been at Willamette several years, and those of us on the Coast who met his teams and contestants had a high regard for their caliber and the training Dr. Rahe gave them. Also we admired his sportsmanship, goodwill and his judgment.

Dr. Rahe received his training at the University of Illinois, University of Maine, and the Universities of Iowa and Wisconsin. He received the B.S. from Illinois, the M.A. from Maine, and the Ph.D. from Wisconsin. Dr. Rahe had taught at Maine, Butler University, Indianapolis, Ind., and at Wisconsin as well as at Willamette.

He was married and is survived by his wife, Helen, and two children, Paul 15, and Mary Joanne, 12. His aunt, Miss Jennie Rodman, also lived in the Rahe home. Mrs. Rahe was attending the convention of the Association of University Women at Los Angeles at the time of the drowning.

The story of the acident as we gather it from the newspaper account is as follows: Accompanied by Lloyd Jones, professor of speech at Chico State, and Herb Alpers, janitor at the college, he had gone to Hamilton City on a fishing trip. The river near Hamilton City has some bad spots, and it was in one of these that the tragedy occurerd in full view of other fishermen.

The report is that the motor suddenly quit. The craft drifted down the river into a snag and was overturned by the swift current. Another report is that Dr. Rahe attempted to throw out the anchor and became entangled in the rope, thus upsetting the boat. Prof. Jones says that the shearing pin of the motor was broken by contact with the bottom in shallow water, and that the boat drifted down stream and collided with a log. They held onto the log temporarily, but it broke in two and Dr. Rahe and Mr. Alpers clung to the boat and went on down stream, while he held to the log until taken off later by rescuers. Alpers clung to the overturned boat until taken off by other fishermen.

Dr. Rahe was unable to cling to the boat or was dragged off by the anchor and the rope and was drowned. The tragedy occurred about 8:30 a.m. in spite of the fact that other fishermen and boats were on the river and went immediately to the rescue. The river is reported to be particularly dangerous because of a swift current, snags, and considerable depth at the scene of the drowning. The Hamilton City fire department stood by with a resuscitator, but Dr. Rahe's body was not recovered in time to be revived.

The family is still residing at Chico, 628 Brice Avenue.

We of the speech world wish them to know that we too are bereaved, and that we shall miss him greatly. We cannot give up a man of Dr. Rahe's accomplishment without regrets that these few words of appreciation cannot adequately convey.

INTERCOLLEGIATE DISCUSSION

(Continued from Page 117)

from time to time. It would certainly be worthwhile to arrange more definite classroom preparations for the Forum and more specific follow-up activities. A variety of changes could occur within the discussion program without changing the two essential characteristics — the presence of an audience and the non-competitive intercollegiate situation.

HERBERT E. RAHE

1949-50 COLLEGE QUESTION

The College Debate Question as released by Chairman Paul W. Smith, of Pasadena City College is: Resolved, that the United States should nationalize the basic non-agricultural industries. The Discussion subject is: What should be the foreign policy of the United States toward the countries of the Orient?

The Committee on the Question this year was:

Lionel Crocker, Denison University, Ohio, representing the Speech Association of America.

P. Merville Larson, Denver University, Colo., Tau Kappa Alpha.

T. Earle Johnson, Univ. of Alabama, Tau Kappa Alpha.

Thorrel B. Fest, Univ. of Colorado, Delta Sigma Rho.

William S. Howell, Univ. of Minnesota, Delta Sigma Rho.

Glenn R. Capp, Baylor University, Texas, Pi Kappa Delta.

Theo. F. Nelson, St. Olaf College, Minn., Pi Kappa Delta.

Harland B. Mitchell, Seminole Jr. College, Phi Rho Pi.

Paul W. Smith, Pasadena City College, California, Phi Rho Pi, the Chairman.

Paul W. Smith, Chairman of the College Debate Proposition Committee for 1949 reports that 500 colleges participated in the selection of the 1949 college debate question which certainly indicates something of the interest in debate and its comeback since World War II.

Special Feature Division

Presenting George Pepperdine College of Los Angeles, California

THE COLLEGE

GEORGE PEPPERDINE COLLEGE is one of the young colleges of the West. Presently entering its thirteenth academic year, the college was founded in September, 1937, under an edowment made available by George Pepperdine, Los Angeles businessman, who founded and for many years headed the Western Auto Supply stores. Now retired as Western Auto president, Mr. Pepperdine is still active as head of the George Pepperdine Foundation, which handles the investment of the college endowment and also is interested in a number of philantropic activities.

Holding all modern, sky-blue buildings amid a setting of date palm trees, the campus of thirty-four acres is situated at Vermont Avenue and Seventy-ninth Street in the southwest residential section of Los Angeles. Four buildings had been erected when the college first opened its doors in 1937 to 167 students and twenty faculty members. Today Pepperdine has a greatly expanded plant consisting of fourteen permanent buildings and a number of temporary structures being used by an enrollment of approximately 1,500 students and a teaching staff of 115 members. College officials consider that the school now has attained its full growth, numerically speaking, since it is the intent of the college trustees that it shall remain a small, friendly college giving attention to the particular needs of the individual student. President of the college is Dr. Hugh M. Tiner, and Dr. E. V. Pulias is the dean; each has been in his present position since 1939.

Pepperdine is a four-year liberal arts college offering bachelor of arts or bachelor of science degrees in fourteen departments: art, music, speech and dramatic art, biological sciences, business, chemistry, education and psychology, English, home economics, languages, mathematics and physics, physical education, religion, and social sciences. It also confers the master of arts degree in the Graduate Division of the Department of Religion and operates a Summer School in which all fourteen departments participate.

JAMES D. YOUNG, Head Department of Speech and Dramatic Arts

The founder and trustees of the college are members of the Church of Christ. It is the policy of the college to select the faculty from the members of this institution. Yet Pepperdine College is a private college not subject to any church. Students are encourarged to search for truth in religion as in other fields of man's interest. The Bible is accepted as the revelation from God and is therefore held to be man's only guide in religious faith and practice. Students who apply for entrance to the college are not admitted or rejected because of their affiliation with or faith in any particular church or creed; on the contrary, students of many religious beliefs and of all races attend the college. The general aim of the college is to provide the highest quality of college instruction in a Christian environment planned to develop Christian character and ideals in students.

Peperdine is fully accredited by the Northwest Association of Secondary and Higher Schools, which is the standard agency of accreditation in its area. This means that work taken at the college is accepted by other institutions of higher learning throughout the nation. In addition, the college is affiliated with the Association of American Colleges, the Western College Association, and the American Council on Education.

In addition to the regular degree programs the college is authorized by the California State Department of Education to prepare students for the general elementary teaching credential and for the special secondary teaching credentials in the fields of art, business education, home economics, music, and physical education. The Summer School is especially planned to meet the needs of persons already employed in the teaching profession.

Before it was half as large as it is today Pepperdine College had won a national reputation as a small college which competed suc-

Fine Arts Building

Exterior of the Library

The Debate and Oratory Squad

Pepperdine Pi Kappa Delta Chapter

cessfully in intercollegiate athletics against colleges several times its size. However, the college never has emphasized athletics at the expense of other phases of collegiate life, and does not seek to build a reputation on athletics alone, even though it is proud of its excellent physical education program. Pepperdine is just as proud of other less-publicized achievements by its students in scholarship, forensics, journalism, drama, music, art, and other fields. Its record in intercolegiate competition in many of these fields is as outstanding for a young college as is its record in athletics.

Forensics Program

From the beginning of the college, Pepperdine has been known for its excellence in intercollegiate forensics. Entering competition for the first time in 1938, the second year of the college's existence, Pepperdine won several firsts in debate and in other speaking events in western states competition. From 1940 to the present, the record has been one of frequent sweepstakes and in each tournament entered always several places.

Pepperdine has had several outstanding debate teams, both men and women. They have been the type of teams of which a tournament first place has usually been expected. Evidence of this is seen in the observation that the student body has come to consider it unusual if the "debate team" fails to "bring home the bacon." A check of records reveals that, with only a few exceptions, a Pepperdine debate team has won first or second place in all the tournaments it has ever entered. The debaters rival the athletes—who have also been rather successful—for space in the college trophy case.

In the spring of 1941, the California Zeta chapter of Pi Kappa Delta, national honorary speech fraternity, was installed on the Pepperdine campus by Professor E. R. Nichols. The college was unable to attend a national convention, until after the war. However, at both post-war conventions—Bowling Green, Ohio, and Peoria, Illinois—Pepperdine has distinguished itself by winning a sweepstakes trophy each time.

Last spring a Pepperdine team was one of the four selected from Region I for the West Point Invitational Debate Tournament. An illustration of the balance of the sexes on the debate squad is seen in two facts: the two PKD sweepstakes were in women's and men's divisions respectively, and the West Point team was composed of a boy and a girl.

Those who have participated in the West and elsewhere with Pepperdine usually ask the question, "How does a college just over ten years old achieve so well in forensics?" The answer to this is two-fold: first, from the first year of the college a spirit of achieving, of winning, has permeated the campus in all of its activities; second, the college has recognized that forensics has purposes beyond mere winning and has supported the activity strongly.

Besides giving students the pleasure of achieving by winning contests and providing a source for "school spirit" and college publicity, there are, Pepperdine feels, broader, deeper, more lasting purposes for intercollegiate forensics.

At least two other purposes are recognized: to develop a scientific approach in analyzing and solving problems; and to develop skills in research, reasoning, and speaking. Mere winning is not only a purpose that puts forensics outside the scope of an educational institution, but perverts the very act of discussion, debate, and individual speaking, so that, in terms of life purposes, the student does not become efficient in making these skills effective. He merely wins places in tournaments. At the same time, it is felt that the prospect of intercollegiate competition has value in that it provides motivation for gathering materials and refining skills in speaking that cannot be hoped for in the classroom.

Pepperdine College is still young, and therefore so is its forensics program. However, the program is old enough to have had four directors, and the present Director of Forensics, Mr. Emmett Long, is a Pepperdine alumnus. He was an outstanding debater for the college during the "war years." Since all of Pepperdine's graduates are still young in years, it is a little premature to point with pride. Among its "debater" alumni, however, are several teachers of speech, lawyers, and ministers who are leaders in their communities. In addition to Mr. Long, the college employs two other former debaters on its faculty: Dr. Ray Simpson, Associate Professor of Social Sciences, and Mr. Robert Broadus, college librarian.

EMMETT LONG
Director of Forensic Program

For a small college, Pepperdine has a debate budget that is very large, and adequate for a well-rounded program. The college participates fully in all western forensics activity, including sponsorship of a tournament each year, and annually attends a minimum of one national or regional meet.

Recognizing that tournament debating has its disadvantages, the college last year inaugurated a dual debate program with a debate with the University of Southern California before the Pepperdine Campus-Community Forum. The forum meets once a week throughout the school year and offers one unit of academic credit. It presents many outstanding speakers in its programs, and has an attendance of 500-1000 each week. In the coming year, plans have been made to present dual debates with other colleges several times before the forum. As a part of these plans, Pepperdine is entering into a series of dual debates with several Southern California colleges and universities.

Other Speech Activities

When Pepperdine College first began, practically everyone who was willing to make speeches outside of class was pressed into intercollegiate forensics, regardless of ability or experience. However, as the college has grown, the necessity for intramural speaking has been seen, due not only to the growth but also because of expansion in faculty and in the recognized purposes

of extra-curricular speech activities. Plans are under way for the inauguration of an extensive campus program this year. The intent is to encourage every student possible, and particularly all those in basic speech courses, to participate, because it is felt that this would give a similar experience in speaking to those who do not have the ability, the experience or the time for intercollegiate participation, and also the intramural program should be an effective preparing and developing ground for the intercollegiate squad.

Twenty to forty students answer the call for "debaters" each fall—a sizable number for the size of the student body. However, it is anticipated that the intramural program will bring even more into intercollegiate forensics. Naturally those with more ability and experience are chosen first to go to tournaments, but the goal of the Pepperdine program is not forensics for the few but for all those who have developed enough to represent the college.

A Student Speaker's Bureau, begun last year, is to receive full treatment in the coming year. The "bureau idea" fulfills many of the same purposes as the forensics activities, but it also has other contributions to make to the student's development. First, it gives him an audience, which most often forensics cannot do. In addition, it gives him direct contact with the sort of audiences he will likely be addressing when he leaves college. These audiences, incidentally, usually welcome student speakers because of the difficulty they have in finding program material.

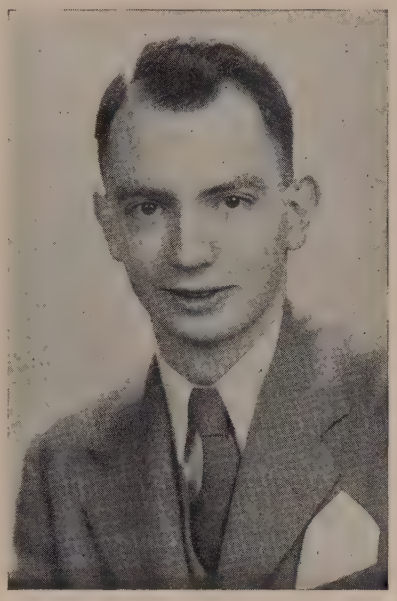
Besides these extra-curricular activities, the college sponsors other activities that come under the heading of speech at Pepperdine. These include drama productions and radio broadcasting.

The Department of Speech and Dramatic Arts

The Department of Speech and Dramatic Arts provides opportunity for practical application of educational theories in the fields of interpretation, drama, radio, public speaking, pedagogy, and speech correction. The courses are designed to prepare those who are interested for advanced graduate study in any of the areas of speech. To fulfill these goals, the department has an extensive program both curricular and extra-curricular.

Slightly over a hundred and twenty hours are offered in the areas mentioned. A student majoring in speech may emphasize any of these areas in his program. Professor James D. Young is chairman of the department, and is assisted by three full-time instructors, viz., Professors Glenn Gooder, Opal Motter, and Emmett Long, in addition to a number of part-time personnel.

Debate Techniques



GEORGE McCOY MUSGRAVE

SPEAKING ARRANGEMENTS IN DEBATE

G. M. Musgrave

THE length of speeches and their order, depend entirely on the rules of the tournament or the contract between the two teams. The following systems are in common use today:

Standard 10-5 Timing

First affirmative constructive speech	10 min.
First negative constructive speech	10 min.
Second affirmative constructive speech	10 min.
Second negative constructive speech	10 min.
First negative rebuttal, given by first negative speaker	5 min.
First affirmative rebuttal, given by first affirmative speaker	5 min.
Second negative rebuttal, given by second negative speaker	5 min.
Second affirmative rebuttal, given by second affirmative speaker	5 min.
	60 min.

It would be my guess that this arrangement is used more often than any other in both high school and college debating. The arrangement is thoroughly sound in every respect, and where no speaking order is specified, this arrangement is generally intended.

Oregon 10-10-10 Timing

First affirmative constructive speech	10 min.
First negative constructive speech	10 min.
First affirmative questioned by second negative	10 min.
First negative questioned by second affirmative	10 min.
Negative rebuttal-summary, given by second negative speaker	10 min.
Affirmative rebuttal-summary, given by second affirmative speaker	10 min.
	60 min.

This is a shortened version of the original Oregon plan developed by J. Stanley Gray and described in **Quarterly Journal of Speech Education** (now **Quarterly Journal Journal of Speech**), 12:178:-9, April 1926. It is still used to a considerable extent.

In a modification known as the Ohio plan, the rebuttal-summary is given by a third member of the team. The Ohio version is not commonly used today.

In my opinion, both versions have one bad feature: If the negative should choose to offer a counterplan, the affirmative has no constructive speech in which to bring out the defects. The negative has no such problem with regard to the affirmative proposal, and therefore some inequity seems to be present. Of course, the affirmative does have a questioning period and the final rebuttal for this purpose, and a good affirmative team can overcome any slight handicap that may exist.

Oregon 8-5-8 with Immediate Questioning

First affirmative constructive speech	8 min.

First affirmative questioned by second negative ..... 5 min.
First negative constructive speech ..... 8 min.
First negative questioned by first affirmative ..... 5 min.
Second affirmative constructive speech ..... 8 min.
Second affirmative questioned by first negative ..... 5 min.
Second negative constructive Speech ..... 8 min.
Negative rebuttal-summary, given by first negative speaker....8 min.
er.....8 min.
Affirmative rebuttal-summary, given by first affirmative speaker ..... 8 min.

68 min.

This, to me, is the most lively and exciting form of debate. The use of four questioning periods, rather than two, and their location between two constructive speeches, produces a contest of considerable interest even on a subject that has been debated many times throughout the year. This version is used in several high school state leagues and in certain college circles.

A word regarding the identity of the questioner may be in order at this point. You will note that the second negative speaker questions the first affirmative, and that the first affirmative speaker questions the first negative. This may sound hopelessly mixed up, but there is method in the madness. The speeches are arranged as indicated in order that no speaker be required to participate in a questioning period just before his constructive speech. It's a minor point, but it is appreciated by the speakers.

In a modification for three men, the third man gives the rebuttal-summary. The three-man version—used in District of Columbia high schools—is not common.

It is felt by some that the fact that the first questioning period takes place before the affirmative knows the negative's position may give the negative some advantage. While this certainly sounds reasonable, I have not found it of great importance in my own experience. The system as a whole is my own favorite debating arrangement.

NFL System, 10-5-5 Timing

First affirmative constructive speech ..... 10 min.
First negative constructive speech ..... 10 min.
Second affirmative constructive speech ..... 10 min.
Second negative constructive speech ..... 10 min.
Affirmative team examined by first negative ..... 5 min.
Negative team examined by first affirmative ..... 5 min.
Negative rebuttal-sumary, given by second negative speaker ..... 5 min.
Affirmative rebuttal-summary given by second affirmative speaker ..... 5 min.

60 min

This arrangement is employed in the high school debates sponsored by the National Forensic League. It is entirely sound in concept, weak only in the short speaking time after the questioning periods. To conclude the debate properly, the final rebuttalist should develop the answers given in questioning, refute the remaining constructive arguments of the opposing team, rebuild his own case, and summarize the cases of the two teams. This is quite a lot to expect in five minutes.

My ranking of these systems would be as follows:

1. Oregon 8-5-8 with immediate questioning.
2. Standard 10-5.
3. NFL 10-5-5.
4. Oregon 10-10-10.

NEWS NOTES AND PERSONALS

Dr. Lionel Crocker, of Denison University, Granville, Ohio, taught in the Summer School session of the University of Maine, at Orono.

Dr. W. Norwood Brigance was guest professor at the U. S. C. Summer Session.

Five hundred colleges and junior colleges took part in the selection of the annual collegiate debate subject this year—could a majority of them be wrong — are they gluttons for work—or is Nationalization of Basic industries more than an academic issue in these United States?

A Scottish team will visit the West and an English team the Eastern section of the country this season. Those interested in getting debates with them should read the International Debate Committee's letter in this issue.

Phi Rho Pi plans to hold its annual convention at Bakersfield Junior College, Bakersfield, Calif., during Easter Vacation week next spring.

GENERAL NOTES

The Grand Rapids, Michigan, Union High School defeated the Lansing Eastern High School for the 1949 championship of the state high schools in a debate on April 29 by a unanimous decision.

The Alhambra (Calif.) high school defeated the Fresno Central High at Fresno in April for the California High School Championship, in a state meet composed of the Northern and Southern winners sponsored by the College of the Pacific and the University of Redlands. Fresno State College acted as host to the meet.

The proposed date for the fall Speech Clinic in Southern California is Oct. 22. It is to be held at Pepperdine College with Coach Emmet Long in charge.

The National 1949-50 subjects just announced for the colleges by Chr. Paul W. Smith of Pasadena City College are: Debate: Resolved, that the United States should nationalize the basic non-agricultural industries. Discussion: What should be the foreign policy of the United States toward the countries of the Orient.

The Western Speech Association will hold its annual fall tournament at Stanford University Nov. 21-23. The Teachers meetings will be held at San Jose Nov. 24-26. The Western expects to use both the National and the Western Debate topics, according to the announcements sent out by Prof. R. D. Mahaffey, Coordinator of Activities for the Western Association.

The Ohio State Championships were: A Division: Ravenna, 1st; Dayton-Fairmont, 2nd; B Division: Akron, Bath H. S., 1st; North Canton, 2nd. County League Division: Louisville, 1st; Doyleston, 2nd.

The Ohio Conference for Speech Education will convene at the Deschler-Wallick Hotel, Columbus, Ohio Oct. 8, 1949, at 9 a. m. Four organizations combine in this meet: The Ohio Association of Speech and Hearing Therapists; Ohio Association of Secondary Teachers of Speech; Ohio Association of College Teachers of Speech; Ohio High School Speech League. This is the second year of the combined meetings and an excellent program has already been announced featuring many of Ohio's most prominent Speech Educators.

David H. Potter has left Rutgers University to take the headship of the Department of Speech at the University of Akron, Ohio.

Editorial Comment

* OVER SPECIALIZATION
A Guest Editorial

The other afternoon I dropped in on a rehearsal of our forthcoming University Theater play. To my delight and surprise I found one of our outstanding debaters playing a major role in this play. The debate season was over for her, and so she was eagerly taking advantage of the opportunity of participating in other student activities. As I walked back to my office I met another debater and after speaking to him, inquired if he too had tried for a part in the play. He looked at me with great surprise and a very pained expression on his face and said, "Sir, I am a debater. I can't act." I could not argue the latter point with him, but I could take issue definitely with the inference that by being a debater he was not interested in other activities.

Which of these two is the exception and which is typical of the vast majority of our debaters? I think few of my readers will disagree with my contention that in this case the girl is the exception My thesis is that we are encouraging our students to seek and obtain specialization far too soon in their academic careers. It is true of debaters, but it is equally true of those with special interests in dramatics, radio or our allied fields of journalism, etc. Our students, all too frequently, are not just speech majors; they are debate majors or drama majors or radio majors.

A student who wants to specialize in dramatics, for example, must be sold on the desirability of taking a course in phonetics or voice science, basic courses in the general speech field. The same is true of debaters who would, if we would let them, take a narrowly restricted schedule of courses of a "practical" nature which would aid them in their specific objectives. All the cultural and educational resources of the University lie at their feet, ignored and disregarded because they do not fit into a schedule for practical training of debaters.

It is not my intention to belittle the importance of debating nor of the courses which are prerequisite to competence in the activity. Rather what I am saying is that by overconcentration and specialization in the thing which interests them most, we fail to encourage our students to take advantage of the opportunities which are theirs for the asking.

It might be pertinent to this discussion to ask what are the fundamental purposes of a college education. I would list them somewhat as follows:

1. To gain an appreciation of the finer things of life in order that life itself might be the more worth living.

2. To gain an understanding of the world and of our civilization in order that one might take his rightful place in society.

3. To acquire those skills which would enable him to take effective leadership in his community as a trained, educated, intelligent citizen.

4. To acquire the necessary knowledge and skills to enable one to earn his livelihood in a learned profession.

Obviously debating has a very important place both in training for citizenship and training for effective leadership. But we must not lose sight of the first objective of a college education and have our students graduate feeling that they have "missed the boat" in so far as many of the cultural and educational advantages of college life are concerned. Let's educate our students first; then let them specialize.

T. Earle Johnson,
University of Alabama.

* From the Tau Kappa Alpha Speaker, May, 1949.

A NEW SPEECH ORGANIZATION

In union there is strength. No one doubts this old adage, yet there are persons who may differ with us as to the need of another speech organization. For some it may be nothing more than just another organization to pay dues to. For others, of whom we are in agreement, an organization of the directors of Speech Activities is an inevitable necessity. We believe it has a great function and a great future. The SAA, although sympathetic and helpful, cannot give time or much attention to the problems of those directing speech activities. The fraternal honorary socitieies divide us rather than unite us. The tournaments in various districts and regions bring us together in contests, but do not unite us as a professional group to work for the best interests of Speech and Speech Activities. It is our settled conviction that we need an organization that brings us together professionally, and that unites us in a common project, improves our contest organization, and our contest ideals, codifies our rules of procedure and of judging our contests, and cements our friendships and professional interests in one overall organization. There is much to commend it.

It is our concept that a Directors organization belongs to the family that meets with and is a part of the SAA, seeking to supplement and extend the work of the master organization which is the SAA. We entertained the idea at one time that there might be an honorary society council or organization in which the various honor societies might unite and work for professional ends but still retain their fraternal identities. An organization of directors of Speech Activities into which one enters as an individual seems a better idea. Their organizational purposes are different, and a professional organization founded to advance professional ideals need not in any way conflict with the ideals and plans of honor societies. One can have loyalties to each, and they need not conflict. Time and experience should prove that this is true. A Directors organization can do many things the honor societies would never undertake and could not do if they did. The editor has watched many things come and go in his forty years of Speech contacts. New things make a place for themselves and soon we come to accept them, count on them, promote them, or work with them. When the editor was a college student and a contestant, there were no honor societies, no SAA, no tournaments, and very little in the way of Speech Activities. It has all grown in a life time, and thank heaven progress and growth have not ceased. The best is yet to be.

MULTIPLE DEBATE SUBJECTS

We hate to do any reneging. We have always stood for more than one debate subject. We thought we had a good reason——and that was

that one subject could be a bit stultifying if used for an entire college year. Educationally it was better to branch out more. We will stand for these principles. However, there can be too many debate subjects for one squad to handle with proficiency. We on the Westcoast faced that fact last year with a Western subject, a National subject, and a West Point subject, and the use of the high school subject by colleges —all four different. We found the four a bit too much for our squad, and it is a representative squad. We are not against any of these subjects—in fact we are for them—but we hope that no one will condemn us or any other squad that does not debate them all in one season. Honestly we think one subject a semester is the better idea. We are for the two subjects especially that fit into this category. Which two they are can easily be a matter of choice.

THE LONG TRAIL BACK

By CARROLL LAHMAN

Colleges whose forensic programs went into eclipse during the war and which are debating the feasibility of reinstating them may find some aid and comfort in the experience of one such sister institution.

Pasadena College of California, a private denominational college of about 650 students, during the 1930's had an outstanding record in intercollegiate competition under the direction of Robert Clark and Charles Guss, now respectively at the University of Oregon and the College of the Pacific. Numerous first-place awards adorn the trophy case at Pasadena as a result of these years' activities.

With the coming of the war, however, participation fell off until it ceased altogether. With only one member of the Speech Department, in 1947-48, no intercollegiate contests of any kind were entered. Student interest was at low ebb.

1948-49 saw the enlargement of the Speech staff to three members, all, unfortunately, on only a part-time basis. It was possible, however, for one member, the writer of this article, to give the equivalent in teaching load of three hours each semester to the direction of a modest intercollegiate program. Several dozen people responded to the first call for those interested, but conflicts in schedule, the necessity of

(Turn to Page 135)

Remarks for the Good of the Order

CITIZENS OR TROPHIES?

Elizabeth W. Rowe
Bar Harbor High School
Bar Harbor, Maine

IN order to do any job well, one must have a basic philosophy or ideal from which all actions stem and toward which all results are aimed. As it is with debate coaching, so it is with everything else. 1948-49 was my fourth year of coaching in Maine high schools, and that season brought home emphatically the point that I must now set up my debate ideals and stick to them through thick and thin.

Up in this northern corner of New England our secondary schools form leagues which carry over into more academic activities as well as sponsoring the bone-busting ones. Such is the Penobscot Valley conference of seven schools near Bangor. Besides this tournament, there are those sponsored by the University of Maine, Bates College, and Bowdoin College for state-wide competition, and the National Forensic League with its national opoprtunities.

Of course it is fun to bring home trophies for the shelves, but is this really important? In thirty years which will be of more use to the community, state, nation and world, those cups (tarnished by then, no doubt) or a group of citizens who can adequately express their carefully thought out opinions? Those of you who want the trophies won't be interested in the rest of this, for I am not on that side of the fence.

One of the first things we find in any education book is a list of principles of education—or what education is supposed to accomplish. By applying the same rule to interscholastic debating, let us set up two goals toward which we are striving: (1) development of personality, and (2) training toward all-round citizenship.

"We should remember that we in debate are training the future leaders of our country. In their respective communities and in the nation, they are sure to suffer many reverses. If we can train them to be true sportsmen and sportswomen, we shall not only make for a more harmonious community, but shall give them one of the prime requisites of a successful life."[1]

Under the single win or die banner there is, of course, some personality growth. I'll not deny that fact, but I am not convinced that all the growth will be in the right direction. J. Edmund Mayer said there are nine phases of personality training developed through debating: self-control, sportsmanship, judgment, co-operation, initiative, courage, tact, honesty, and leadership.[2] I'll grant that possibly leadership, courage (of some kind), and co-operation (as far as working with a team partner is concerned) may be developed, but none of the other six is favorably influenced. One of the principal reasons for this lack of personality growth under the win or die system is the fact that the coach must have a winning squad, and in order to get this he will hand pick his school, getting only those students who are leaders anyway.

If we accept as a basis of debate work the development of good citizens rather than the winning of trophies, we will have to spread our coaching efforts over many students. We will not have only five or six youngsters out for debate. Since most of us coaches feel that we are educators, it seems to me that many of us aparently lose sight of educational aims when debate season rolls around. Aren't public schools —where most of us are—supposed to help **all** the young people? Well, then, are we meeting our moral responsibilities when we allow only a very select half dozen people to participate because we haven't time to bother with any more?

If the sole aim of debating in a school is to win some more decorations for the trophy case, let us see what this does to the nine phases of personality development mentioned by Mr. Mayer.

1. Self-control. A coach's attitude is transmitted to his students, so who can blame the team which argues about a decision when it knows the coach will harangue at great length concerning the black spot that lost debate will be on the school's record? We all know that often a young team can be rattled by the facial expressions of the opposition, and such a temptation is

1. Smith, Carney C., Quarterly Journal of Speech, February, 1937.
2. Mayer, J. Edmund, Quarterly Journal of Speech, December, 1936.

great if the emphasis has been placed incorrectly.

2. Sportsmanship. There is no sportsmanship in lording one's place as a debater over the others who are not allowed a place in the six-man closed corporation. But if the number of debaters is so limited, there will be cut-throat methods used by many students to be one of the chosen few.

3. Judgment. If the debate group is kept small, there will not be the many-sided discussions which are a normal part of the large group. Good judgment will not be as advanced with only a few people (with the coach foremost) there to present ideas.

4. Co-operation. Yes, a debater always has to co-operate with his colleague, so the small club system is not very detrimental here.

5. Initiative. When only a very few people are encouraged to belong to a club, the coach naturally goes after those he feels will win for him. Once the coach has committed himself to the recruiting of his team in this manner, he has given tacit assurance that he will continue to do most of the work. How is the student's initiative going to be helped in this situation?

6. Courage. It takes courage of a sort to use manufactured evidence, but that is not the type of courage we should foster. Debate for the small group who already have much poise and a good speaking technique is not going to demand and build the courage that it would for the more timid person.

7. Tact. Certainly that is one of the personal assets everyone needs more of. Any debater has to use lots of tact while telling the other team that they are crazy to think that their plan is at all possible. Why limit the practice of this virtue to so few people?

8. Honesty. Under terrific pressure to win, it is very simple for the student to invent a new authority for some fact which seems essential to his case. With a large squad of debaters, the coach can immediately replace any person who is not living up to high standards in his work.

9. Leadership. If the coach uses only six students from the whole school, he is apt to get six of the institution's top leaders. But don't the others there need leadership development which will come from participation in debates?

Well, you may be saying, she has blasted the coaches who believe in debating to win and consequently don't have the time or energy to use with a large group; now let's see if she can defend her stand that the larger squad is the important thing? After all, is she in a large school? If she is, then of course she can get all the people she wants for her squad.

In the first place, I do firmly believe that I am doing more good by carrying twenty debaters on my squad, than I would by having six people who could win every tournament entered. In the second place, Bar Harbor High School has an enrollment of 200-250 each year; that is not a large school. Until the fall of 1947 Bar Harbor had not sponsored debating for nearly fifteen years. Yet, during the 1947-1948 season twelve youngsters were in active competition all year, with fifteen more belonging to the club and acting as chairmen, timers and general helpers. This past year, 1948-1949, twenty students were on the active squad and twelve others were in the club.

How well did we do? In 1947-48 we were third in Penobscot Valley Conference, "broke even" in our Bates League preliminaries, and advanced into the third round of debates at the National Forensic League New England tournament. In the 1948-49 season we fared better. We had second in the P. V. C., fourth in the state final at Bates College (our P. V. C. champions won the state title), were the only school in the state to have two teams survive the elimination rounds and enter the quarter-finals of the University of Maine tournament, and again were in the third round of the N. F. L. New England tournament.

Could we have done better with a small, selected group? Yes, I am sure we would have placed higher in the tournaments entered. But, on the other hand, if there were in June 10% of our students who had participated in debate, traveled to various parts of the state, learned that there is more than one viewpoint on most issues, and were now quite poised when speaking to a group, I am satisfied, even though our shelves did not garner more trophies.

Now let us see how development of Mr. Mayer's nine phases of personality stands in relation to a large group of people being active in debate, winning when they can, but not being tortured mentally physically or spiritually by the coach when they lose.

1. Self-control. It takes much of this quality to suppress any show of feeling at losing a debate the person feels he has won. Self-control is furthered by the necessity of doing work now instead of tomorrow, because others are waiting for the information. This fact of personality will be brighter if the youngster knows there is someone else to replace him if he is not a constructive member of the squad.

2. Sportsmanship. No one can ever work in a large group without showing sportsmanship. It is in the large group that the give-and-take of life is accented much more than in the ready-made squad. We all need to learn to have a smile in defeat and a modest smile in victory.

3. Judgment. By hearing the many sides of the current topic, good judgment has to develop in order to choose the right facts and angles in developing a case. When my teams do practice debates at school, each debate is judged by a group of other club members as well as myself. Perhaps these amateurs are not infallible, but at least it gives a number of them experience in sorting facts and arguments rapidly and helps their judgment.

4. Co-operation. More co-operation is basically essential in a large group because there are more personalities to be encountered. In no other activity in our school did the Protestant, Catholic, Jew or Negro work so closely and in such harmony.

5. Initiative. When the coach has a large squad, he knows that the students who come to the fore are there because they had the initiative to do that extra little bit of work. No such condition exists with the hand picked group.

6. Courage. It often requires more intestinal fortitude to speak before a group of one's schoolmates than in a completely strange place. Many of my debaters frankly admit that they prefer debating away from

(Turn to Page 135)

College Handbook Division

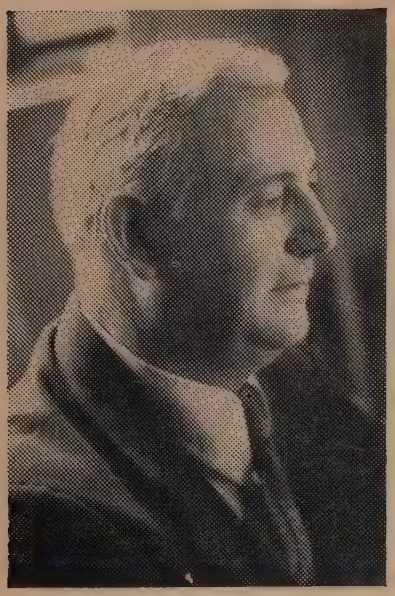
Edited by EGBERT RAY NICHOLS

NATIONAL SUBJECT—DEBATE: Resolved that the United States should Nationalize the Basic Non-Agricultural Industries.

DISCUSSION: What Should be the Foreign Policy of the United States Toward the Countries of the Orient?

WESTERN SUBJECT—DEBATE: Resolved that the United States should establish a Marshall Plan for the Orient.

WESTERN CONGRESS: Same subject as the National Discussion question.



EGBERT RAY NICHOLS
University of Redlands Speech Dept.

COLLEGE HANDBOOK DIVISION

When one takes his first look at this season's debate resolution, it doesn't dawn on him at once what we voted upon ourselves so lightly. It is only when one begins to analyze, define, and think things over that the magnitude of the question at issue comes in full realization. At least your editor found it that way when he began to think over what he should say in this preliminary article. One can never accurately forecast the trend a debate discussion will take as the season gets really underway, but he can at least see the foothills immediatley before him that he must cross to reach the mountains beyond, and the foothills usually obscure the full realization of the mountains in the beginning.

To begin with there are three things one must consider immediately, the difinitions of the terms, the significance of the exception made (for there is one in this proposition—agriculture, namely), and the issues that inevitably arise as one seeks the real meaning of the proposition.

First, definitions. We must grapple with three terms: Nationalization, basic industry, and agriculculture. "Nationalize" means to make belong to the nation as a whole. That is about as simple as one can put it. It means then government ownersip and operation, or at least government responsibility for operation. Basic industry requires the meaning of two terms, and then we must put them together. "Basic" means fundational; the thing that the structure rests upon as a foundation, bottom, beginning, or base. Industry means work, process or activity that men engage in for the purposes of production, service, or benefit to mankind. Then a "basic industry" is one that is at the bottom or foundation; one that is essential to the social structure. In other words, an industry that we cannot get along without nationally speaking. A little thought determines that the basic essentials lying at the foundation of national life are: Agriculture; Mining; Transportation; Communication; Manufacturing or Procesing of basic or essential things; and barter or trade or commerce. Have I left out any of the basic things? Our question excepts and leaves out agricultural industries. It is necessary to know just what and how much this exception includes, then we may look at what the rest that we have in our debate includes.

Agriculture is of course the process of growing things, of cultivating the soil to get the things that it will produce. Fundamentally it produces food and the raw materials for clothing and fabrics and many other processing or manufacturing industries. The exception of things agricultural means that the government is not to nationalize land or its production before it reaches the processing stage, for once the processing or manufacturing stage is reached the product passes beyond the stage of agriculture. It is the difference between the raw product or material and the finished product prepared for use. To illustrate: wheat is a raw product of the soil; it is grown, it is produced by agriculture. When it is processed and becomes flour, it is a food product of the mill or of man's further industry. As a food it is still basic, for it would be hard indeed to see how the nation could get along without it.

If we were to revise our statement of the essentials we should say perhaps that food, clothing, housing, transportation of persons and things; communication; and the means of commerce or trade and the interchange of essential things are our most basic needs. We cannot live individually as families, or as a nation without them. Food is essential, but we do not all eat the same kinds of food. Housing is essential, but we do not all use the same kinds of building material; clothing is essential, but we do not all wear the same kinds of clothing. In other words, we have choices. Behind and below our choices, however, there must be something basic, fundamental, or common to all foods, clothing, building material, etc. For food the essential things are analyzed, and we know through science the proportion of the basic requirements possessed by the various foods. For us bread (made of wheat flour and other things), meat, vegetables, fruits, nuts and the things made from them, including all grains, are food. For clothing we use cotton, wool, flax, hemp, etc., all products of agriculture, which escape when processed through industries are left within our debate proposition. So it is with building material. At its base are lumber, steel, stone, manufactured brick and tile, and manufactured or processed agricultural products, such as fibre boards, etc.

It is perfectly evident then, that in exempting nothing but agriculture, we have plenty of things to

(Turn to Page 130)

High School Debate Handbook

Edited by HUGO E. HELLMAN, Marquette University

HIGH SCHOOL SUBJECT: Resolved that the President of the United States should be elected by a direct vote of the people.

ELECTION OF THE PRESIDENT

There was some disappointment and dissatisfaction on the part of some of the high school state organizations when the subject for this season was announced. There was also talk of revolt and the choosing of another subject by some of the state organizations; but when all the facts and considerations were faced, happily this attitude was abandoned. As one who was obliged in order to prepare a handbook on this year's subject to do some studying into it, an agreeable surprise was in store. The subject is full of historical interest and information, is more important to us than it seems at first glance to be, and is a two-sided proposition.

Your editor discovered that our debate proposition as stated is not being advocated actually by anyone, as practical politicians say the states that have the advantage now in the electoral system would never give up this advantage to accept election by direct vote, so a compromise or part way measure is being advocated by a bi-partisan group in Congress to get a change before the 1952 election rolls around.

Now just what this actual situation does to the debate requirements or situation is interesting: the plan they advocate is a possible negative counterplan. The reasons they advance for it are reasons for the affirmative case and the direct vote. This means that the negative will be in a position to steal the affirmative thunder. The essential difference in their two cases is that one can be obtained (the present Congressional Plan) without a constitutional amendment, and the direct vote or affirmative plan cannot. As practical politicians they are content to take the shorter and easier way and to dismiss the direct vote with the remark—the states would never vote it and give up their present advantages.

To see how we reach these conclusions, let us go back to the question and the definitions and interpretations. Resolved, that the President of the United States should be elected by the direct vote of the people.

Why, don't we elect him now every four years on the first Tuesday of November? Why, of course we do! You gasp in exasperation at such a silly proposition. Well, actually, you are wrong. We do not elect the President at all. We choose a set of electors for each state, who meet in the capitals of the states about a month or six weeks later and cast their ballots and send them in to Washington to the President of the Senate, who in a joint session of Congress opens the various state votes and counts them and announces the decision. Thus the states through electors, whom the state legislatures may name according to the constitution, chose the President. Actually the states have allowed the political parties to name the electors and pledge them to their nominees, so in this roundabout way we circumvent the intention of the founding fathers. It is obvious that they were against having the people select the President by a direct vote, and that they intended that the states do it through selecting electors from among their distinguished and more competent citizens. Our entire election system as operated now is extra-legal—a product of political expediency—and subject to some particularly intriguing possibilities that hold threats of real concern. In fact, we might actually find ourselves on inauguration day with no President to inaugurate. In 1876 this almost happened, and is still talked about in whispers and hushed accusations, for we really as a republic almost got ourselves into a frightful situation. In fact, as you study into this question you are going to be greatly interested and perhaps greatly informed to learn of its many ramifications and turns and political twists. That is what makes it a worthwhile subject after all, and is what is removing objections to it as one studies into it.

What is a direct vote? None of the other terms seems to need any special attention. A direct vote implies counting, for instance, all the votes cast regardles of state majorities or pluralities in the entire country—say the Democrats polled 26,510,234 votes and the Republicans

HUGO E. HELLMAN

polled 23,405,608 votes, to say nothing of the smaller votes of the splinter parties. What does this mean? Practically, it means that the state stay at home vote in the South, for instance, would suddenly become important in the National vote. The campaign to reach them would be on and state results would no longer count as they do now. At present you can win by gaining twelve states with the largest electoral vote. What is the electoral vote? Well, it is this: each state has as many electoral votes as it has senators and representatives in Congress.

It is obvious that a minority of states with the largest populations would have a majority of the electoral vote. That is why nominees are usually chosen from New York, Ohio, or some populous state, and why most of the campaigning is done where the most electoral votes are.

A direct vote, which is one regardles of state lines and state results, would greatly change things. It is true that the electors do follow the vote of the people of their states, as expressed in the November election, and that this custom gives the impression that the people do choose their President. However, it is possible through the ramifications of our electoral machinery to choose a President with a majority of the electoral votes who did not receive the majority of the people's vote nationally. In fact, this

has actually happened three times, and in many other cases the President has been a minority President because of the fact that there were three or four parties in the election that polled many votes. The unit rule, that gives the state's entire electoral vote to the candidate with the plurality vote in that state, makes it possible for the President to be elected with a majority of the electoral vote without a majority of the direct vote of the people. This unit rule business is a political invention and custom and practically disfranchises the persons who did not vote for the candidates receiving the most votes. Their electors all go to the winner and their votes are wasted.

It is not our intention to debate the subject here. We have said enough to make you see that this subject has some interesting angles. There are many proposals possible to reform our election system short of a direct vote. The plan in Congress now, championed by Senator Lodge, Representative Gossett and others is an example. As we said before, their arguments for their plan apply also to the direct vote.

When my students were asked last spring to debate this subject, they all jumped at the conclusion, from a hasty look at the proposal, that there was no negative. However, this is a superficial comment. Study shows that there are excellent negatives possible. As remarked before, the present plan in Congress is a possible negative counterplan. There are others. In fact, this is a debate in which a negative counterplan is probably a good idea. The idea can be narrowed down to the merits of two plans, instead of a conflict over the present situation and a possible more ideal one. Unless the negative proposes a counter plan it must defend the present plan. It is true that the best way of doing so may be by showing the faults and disadvantages of the direct vote when applied to our national elections. This same thing can be done, however, and a counterplan that seems to meet our situation better than the affirmative plan or the present plan becomes an asset. This of course is a matter of choice that each coach and squad must determine for themselves.

The political conventions have taken over the real functions of the electors, for it is there that the real selections are made. The people now in our present system merely chose among the nominees of the parties. The formation of political parties made the old ideal of the selection of a President impracticable and impossible. Instead of saying so in unmistakable terms and changing our fundamental law, the parties arranged to circumvent the constitution. The government played ball with this idea, and so far we have not made our fundamental law correspond with our customs. This makes the debate sound simple and academic only, however, that is a false impression of the situation. There are many reasons why Congress has never done anything about this lame place in our fundamental law. These reasons will emerge in the debate as it progresses. To give the reader a good idea of the many possibilities involved, turn to the exhibition debate in this issue. Here we have a beginning only of the various ways in which this subject can be debated.

In this debate some stress is placed upon the matter of the nominations of candidates, and indicates what might be done to reform the situation without going to the lengths of a constitutional amendment. Essentially it is the same strategy that is being followed in Congress, except that our Congressmen say and do nothing about party nominations.

Intercollegiate Debates of the Day carries a debate on this subject that is more nearly in line with the Congressional strategy than the debate in this issue. There are at least four or five defensible negative counterplans that make an interesting contrast to direct vote of the people. They are: District voting, proportional division of the electoral vote after abolishing the electors, retaining the electors with renewed functions and two elections, the direct primary combined with proportional or district voting and Congressional selection. The latter plan had advocates in the constitutional convention. These alternate plans do not exhaust the possibilities of negative invention. The editor does not think the affirmative need be discouraged because the Congressional plan is not a direct vote of the people nationally. In a debate one does not have to abandon an ideal because people or states naturally hang on to their advantages. The affirmative can use the arguments for the Congressional plan without advocating the same plan. They can argue for going the whole way, regardless of political expediency.

NATIONALIZING BASIC INDUSTRIES

(Continued from Page 128)

nationalize in the processing of agricultural products, mining and quarrying products, forestry and lumbering, processing of ores and chemicals, in transporting them from producer to consumer, in all the communication our vast civilization implies, and in the means of interchange or trade and commerce. We have, in fact, so much left to nationalize, that practically our complete civilization would have to be taken over by the nation or the government. The only thing left for private ownership would be the land and the raw products it produces. The magnitude of what our question implies is appalling. Translated into sense, common sense, instead of left as a multitude of material things, our debate proposition really means socialization, common ownership as a nation of just about everything but land and what it grows. When it comes to lumber—well, that is from trees and it is not agriculture but forestry, so it really must be included in nationalization. So also is mining, ores and their products, such as steel, copper, zinc, aluminum, platinum, et al.

Evidently, if we begin to debate this question on the multitude of industries that are basic and the products we derive from them, and then realize that we must also enter the world of finance or the means of trade and exchange or commerce, we really are appalled at what we have voted upon ourselves.

To argue for the government to own and operate or be responsible for the operation of all these basic things that are involved, means that the individual will have to work for the government, that practically no one but the farmer will be left free, and he will not be free, for he will have to be subject to all the other basic things lying at the foundation of our civilization. What we are really boiling this proposition down to is this: Socialization or free economy. Basically that is what our question really means.

The affirmative will have to ar-

(Continued from Page 132)

Department of College Oratory

Examining The College Oration

CHARLES W. LOMAS
Assistant Professor of Speech, University of California at Los Angeles

Recently I had ocasion after a lapse of several years, to judge the oratorical contest in a college forensic tournament. The experience brought home to me forcibly the futility and ineptness of college oratory as currently practiced in the tournament situation. I hope it is not a sign of premature senility to observe that I do not believe college oratory is as good as it was twenty-five years ago, and that it has fallen completely from the heights it attained when it was the training ground for William Jennings Bryan and Robert M. La Follette, Sr. I do not believe that college oratory, as now conducted in most institutions, serves any useful function in our speech training program, or that any distinguished speakers of the future will attribute their success to participation in oratorical contests in college tournaments. There are no doubt exceptions—institutions in which real training in the skills of oratory is given—but they are certainly in the minority.

The writer of the treatise we know as Longinus, **On the Sublime,** protesting against the degeneracy of the oratory of the schools of the first century A. D., found excellence in oratory in five principles: (1) grandeur of thought—the power of forming great conceptions, based on nobility of character and on study of great models; (2) the power of experiencing genuine feeling; (3) the development of imagery through figurative language, appropriate to the idea and the emotion; (4) noble diction, words appropriate to the breadth of conception and feeling; (5) effective sentence movement.[1]

In contrast to this elevated conception, college orations as I have heard them have consistently had one or more of these faults: they have been mere arguments, more suitable to debate or extempore speaking than to oratory; they have been indirect in both composition and delivery, ignoring even the imaginary audience charateristic of the tournament for one still more remote from reality; they have been dominated by devices of arrangement and tricks of organization; they have been stylistically inept and inappropriate, turgid and trite, Asitaic rather than Attic; their subject matter has been shallow and ill-reasoned. It would be too much to expect the college orator to meet the standard of the perfect orator, but the impossibility of attaining a standard need not deter us from trying.

It seems to me that our present method of speech training is in no way designed to equip our students for oratory. The average first course in public speaking is designed, quite properly, I think, to make the individual a more effective citizen in his ordinary contacts with groups of his fellows. He ought to be a more useful member of his club or church, to be able to ask a question in a public forum, to give a book review or a commitee report, or to discuss from the floor the business affairs of organizations to which he belongs. But none should expect the first course to be adequate preparation for the preacher, the lawyer, the lecturer—or the college orator. All of these need more detailed study of the elements of persuasion, critical analysis and briefing of arguments, and experience with details of oral style.

Nor is tournament debating adequate preparation for participation in oratory. The debater is absorbed in the logical relationship of ideas, and the often sterile concept of argument from authority. Furthermore he is constantly speaking in an emotional vacuum, without an audience; and the practice in many tournaments of compelling a debater to take both sides unfits him for the passionate defense of an idea which oratory demands. Whatever the merits of debate as a proving ground for logical thinking and flexibility in controversy (and I do not dispute them), it is certainly not preparation for oratory.

Students in advanced courses in persuasion, speech composition, and the history of public address are better prepared to write an oration, unless these courses are merely Speech 1 in disguise with a new upper division number. Yet it seems to me that if oratory is to resume a worthy place in our speech programs, certain specific training is needed to prepare the student for this distinct form of public address. Its counterparts lie in the sermon, the inspirational address, state papers on historic occasions which have set forth great concepts of government or social principles—any speech delivered on an occasion when emotions were stirred and when fundamental principles of human relationships are at stake.

Directors of forensics should abandon the idea that oratory is a mass activity. The student who aspires to this skill should first have read widely from the best models of British and American oratory and from the classics. He should, so far as possible, avoid choosing as his models orations by other students. Quintilian tells us that the mere imitator always lags behind his model[2]; the student who makes the orations of other students his models soon becomes a mere imitation of an imitation. The decline of college oratory must certainly be ascribed, in part at least, to the failure of our students to go back to real speeches as models, even to the fragments which used to appear in the elocution books.

If we return to the classical principles of oratory which have been the inspiration of great speakers throughout the Christian era, we can abstract four basic concepts which the college orator should follow:

(1) The subject matter of oratory should be questions not merely of temporary expediency, but those involving significant moral and spiritual choices of lasting importance.

(2) Real oratory should move the feelings without insulting the intelligence; oratory should be attempted only by those who are capable of

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* From he Gavel of Delta Sigma Rho, May 1949 issue.

1 Longinus, On the Sublime, Tr. by W. Rhys Roberts, University Press, Cambridge, 1935.

2 Quintilian, Institutio Oratorio, Tr. by H. E. Butler, Book X, 2, G. P. Putnam Sons, New York, 1921-22.

deep and honest feeling on the subjects they select.

(3) The only excuse for any kind of public speaking is the presence of an audience, and college oratory is no exception.

(4) The style of oratory should be polished, but should never lose contact with the audience. The hearer should never be aware of devices of style and arrangement, the sole purpose of which is to clarify thought and intensify feeling, not to excite admiration.

The student orator should read widely not merely in the immediate subject matter of his speech, but in the historical background and philosophical concepts out of which his theme grows. If his subject is freedom of speech, it is not enough that he know the familiary Voltaire cliche; he should know the history of the long struggle for freedom; he should read Milton's **Areopagica,** Mill's **Essay on Liberty,** and Erskine's **Defense of Tom Paine,** rather than relying exclusively on **In Fact** and **The New Republic.** Without historical perspective, he is not equipped to meet Longinus' test of "grandeur of thought," nor to make the moral judgments his theme demands. Even Frederick Douglass, who spoke from his own bitter experience with slavery, found himself unable to do justice to his theme without reference to the historic framework of man's eternal struggle for liberty. And it was the **Columbian Orator,** with speeches by the great eighteenth century British parliamentarians, that gave him his inspiration.[3]

Yet the orator cannot be coldly intellectual. He cannot permit himself to dwell on the historical aspects of his theme alone. No man can be an orator who is not himself capable of deep feeling, and who cannot make others feel with him. As Cicero's Antonius put it:

"It is not easy to cause the judge to be angry with him with whom you desire him to be angry, if you yourself appear to take the matter coolly; . . . nor will he be moved to pity unless you give him plain indications of your own feelings. . . . ; for as no fuel is so combustible as to kindle without the application of fire, so no disposition of mind is so susceptible of the impressions of the orator as to be animated by strong feeling. Unless he himself approach it full of inflammation and ardour."[4]

Neither Longius' concept of grandeur of thought, nor Cicero's view of the importance of feeling is compatible with the attitude of the college sophomore who says: "I gotta write an oration for a tournament weekend. Anybody got an idea?"

No principle is more important in classic rhetoric than the central role of the audience in determinng the structure of the speech. Aristotle devoted more than a third of his treatise to audience analysis,[5] and other classical writers also give the audience a prominent position. The college forensic tournament, with its almost total lack of audiences, has been self-defeating in this important rhetorical concept. Nevertheless the college student who would be an orator cannot ignore even the limited audience to whom he is speaking. Those actually present are almost always connected with a college community as students or faculty. Why then should the "orator" deliver an imaginary speech to Congress, an imaginary address to a jury, or a letter to mother? How can he expect to influence his audience by treating them as eavesdroppers? The college oration, no matter what its subject matter, must develop within the framework of the attitudes, feelings and prejudices of the college audience to which it is addressed.

To ask the orator to use the same constructions and diction one would expect of the debater or the extempore speaker is to render the whole experience of writing and memorizing a speech completely futile. But this does not justify the bombastic effects often created by college orators interested only in personal display. Every oration should be written, dissected, and rewritten with only one criterion in mind: Does this wording say with greater clarity and cogency than any other, exactly what I want it to say? Does it compel my audience to think about the idea I advance rather than to consider the wording itself? This concept of style, which Spencer labeled the **principle of economy,**[6] leaves ample opportunity for vivid descriptive words, for figures of speech, and for arrangements of words, phrases and sentences especially adapted to convey the mood of the orator. But it offers no room to the writer who is in love with the sound of words and the flowing rhythm of phrases for their own sake. The communicative purpose must remain paramount.

But above all, college students should be made to realize that there is no easy road to excellency in oratory. The young orator can find no better advice than that given by Quintilian to his students:

"Let no man hope that he can acquire eloquence merely by the labor of others. He must burn the midnight oil, persevere to the end, and grow pale with study; he must form his own powers, his own experience, his own methods; he must not require to hunt for weapons, but must have them ready for immediate use, as though they were born with him and not derived from the instruction of others. The road may be pointed out, but our speed must be our own. Art has done enough in publishing the resources of eloquence; it is for us to know how to use them."[7]

3 Frederick Douglass, My Bondage and My Freedom, Miller, Orton and Mulligan, New York, 1855.

4 Cicero, De Oratore, Tr. by J. S. Watson, Book II, 45, Bohn Classical Library.

5 Aristotle, Rhetoric, Tr. by Lane Cooper, D. Appleton and Co., New York, 1932.

6 Herbert Spencer, The Philosophy of Style, D. Appleton and Co., New York, 1924.

7 Quintilian, op. cit., Book VII, 10.

NATIONALIZING BASIC INDUSTRIES

(Continued from Page 130)

gue for socialization or nationalization of almost everything. It is a tremendous burden. The negative will have to stand up for private ownership and operation of the basic things of our modern life as an organized nation. What we are up against is the age old argument over the principles of social living. Is it the best government that governs least, or the government that practically prescribes everything? It is a question of whether the government is efficient and all wise enough to do this. Of whether the greed and selfishness of mankind is so great that we can no longer live in a free economy. It is a question of which is more important, the individual or the social unit, the state or the citizen.

That this question will have to be debated on broad principles and considerations, illustrated by occasional concrete examples chosen from the basic industries goes without saying. There is such a wealth, such an avalanche of mountainous detail, that in ten-minute debate speeches one could not even get started. One must hew to the line of basic principles.

(Turn to Page 135)

International Debating Section

STATUS OF INTERNATIONAL DEBATING

Letter from the Committee-in-Charge

To College and University Directors of Forensics:

Would you be interested in having a debate on your campus with a university team from abroad? Would you be willing to help finance the trip of an American team to Great Britain if one of your debaters should be chosen to represent the United States? This is a report from your Committee on International Debating on the present situation and plans for the future. Since we act in your behalf, we would appreciate your reaction to these plans.

This is the situation regarding visiting teams from abroad: Faced with the job of reviving international debating after the war, your Committee on International Debating under the chairmanship of A. Craig Baird of Iowa persuaded the Institute of International Education to sponsor international debating. The Institute makes no charge for its services except the out-of-pocket expense for mimeographing, postage, telephone and telegraph. We believe that the Institute is doing an excellent job in carrying on a worthwhile activity. The Institute has maintained a close contact with the Committee in the past and has recently accepted some suggestions from the Committee to improve certain procedures from the point of view of the American institutions which we represent.

Each year the Institute invites one or more foreign teams to visit this country. Since debating is on a much different basis in Great Britain, so far there have been no funds available abroad to finance the trips. Hence the Institute collects a fee of $100 from each American institution which debates the visitors. This is used to cover the transoceanic and other travel expenses of the teams and living expenses during periods when they are not entertained by host institutions. From now on, in order to save expense, the itinerary of each team will be limited to a definite geographical section of the country. Thus Oxford will probably visit the East next fall and a Scottish team the West. The propositions for debate are proposed by the visitors and the individual institutions debating them make their own selection from a list presented them. Both the Institute and this Committee endeavor to obtain lists generally acceptable.

If you believe that your institution might be interested in meeting the next team that comes to your section of the country, you should write the Professors and Lecturers Division of the Institute of International Education, 2 West 45th Street, New York 19, N. Y., and ask that your name be put on their mailing list. When a foreign team is scheduled to debate in your section, you will be notified so that you may make a specific request for inclusion in the itinerary of that particular team. Then the Institute will draw up a tentative itinerary and make every effort to satisfy all requests for debates which can be carried out through an efficiently arranged itinerary. Institutions not able to arrange debates in any one tour because of more applications than the visitors can meet, or because of inability to meet specific dates offered will be given first consideration on the next tour through that section of the country.

This is the situation regarding American debate teams going abroad — or at least to the British Isles. We are informed by the British that their circumstances do not permit more than token financing of visiting teams, and that their Union plans would allow for not more than one visiting team from America each year. Dr. Milton Dickens of the University of California, chairman of this committee last year, worked out a plan for the selection of teams to represent the United States abroad. This proposes that this committee appoint subcommittees in each section of the country to review all applications from candidates for the team in the area. Institutions nominating a candidate would present a record of his scholarship, general achievement, debating success, speaking ability, emotional maturity, etc., and an agreement that if the candidate should be selected, the institution would be responsible for his share of the expenses of the trip. The team finally selected through the work of the sub-committees and this committee would officially, through the Speech Association of America, represent American colleges and universities and would be sponsored by the Institute of International Education which would arrange the tour through appropriate agencies in Great Britain. Just how much the trip might cost each institution whose candidate had been accepted would depend upon the amount of other financial aid secured, but should not exceed $800 at the most. The British inform us that the best times for a tour there are from early February to late March or from late October to the end of November. If this plan is adopted, such a tour probably would not take place till the academic year 1950-51. We would appreciate it if you would write any member of the committee your reaction to this plan and if you would consider making a nomination later whenever you might have an outstanding debater.

Until this proposal or some other method of selecting a representative team is adopted, any tours made abroad will have to be made by an individual American institution. Since the British do not wish to entain more than one American team each year, they would appreciate having that one team receive the recognition of this committee and the sponsorship of the Institute of International Education which will help such a recognized team arrange an itinerary. Any American institution contemplating such a trip should get in touch with this committee and the Institute several months in advance. Plans for any trip for the next academic year should be started at once.

Any suggestions for the improvement of the procedures outlined above for debating teams coming to this country or going abroad will be appreciated. Have you any help to offer in getting more financial assistance for sending a representative team abroad each year?

Sincerely,

THE COMMITTEE ON INTERNATIONAL DEBATING OF THE SPEECH ASSOCIATION OF AMERICA.

BROOKS QUIMBY, Bates College, Chairman.

JOHN NEALE, Dartmouth College.

RICHARD MURPHY, University of Illinois.

GLENN MILLS, Northwestern University.

Book Reviews

BOOK REVIEWS

Handbook of Public Speaking, A. R. Thompson. Harper & Brothers Revised edition 1949. Price $1.50.

This work is exactly what its title suggests. It is not a text book for class use. It is a ready reference book, the sort of handy-sized book a busy man keeps near his desk to refresh his mind on principles and construction details as he prepares the speech he is to make in the course of the day's work. With his mind occupied with his regular affairs, the necessity of addressing some club or business group or service organization suddenly confronts him. He has not thought of the rules and details of making a speech for some time. He wants to be sure he is not too far off the beam, so he reaches for his handbook on public speaking, while his secretary smiles and waits for him to get going on his copy. She has already refreshed her mind on public speaking details by taking a peek at the book while he was out at lunch. That should give an idea of just exactly what this book is for —of where it would be most useful. Perhaps the most valuable chapter of the book is the one dealing with language, for no speaker wants to mark himself as ignorant, uncouth or lacking in culture because he is careless in the use of language. Also the principles of speaking in most any situation are given in brief, terse comment that does not waste his time.

Should the Communist Party be Outlawed? Compiled by Julia E. Johnsen. H. W. Wilson Co. Reference Shelf Vol. 20 No. 7, 1949. Price $1.50.

In this volume Miss Johnsen has tried to present both sides of the case for outlawing the Communist party. The book is really considering how we should meet communism in our own country. Should we be tough and deal with them as they deserve as enemies of our country and way of life, or shall we allow our very attitude toward freedom and intolerance to shield them from any suffering or punishment while they take advantage of our leniency to undo us? Shall we use law or education? Will using law and punishment make martyrs of them and really advance their cause? Will answering their arguments with sounder arguments help? What should we do about them?

The insidiousness of Communistic propaganda in this country makes the average redblooded American angry. When we get angry we want to do something! When we realize that doing the wrong thing might be infinitely worse than doing nothing and trusting to the average person's love for the American way of life, we pause and do some thinking. This book provides some material to think over.

It also includes the Staasen-Dewey debate held in Oregon just previous to the last political campaign. It contains the views of many of our trusted leaders and writers—among them: William O. Douglas, Alexander Meiklejohn, Eric Johnston, J. Edgar Hoover, Louis Francis Budenz, Harry D. Gidionese, Dorothy Thompson, William C. Bullit, Henry Steel Commager and many others.

The book also carries a bibliography of material on the subject which should enable the person who wanted to go into this subject rather thoroughly to read right on after he finishes this collection of articles bound in this number of the Reference Shelf. The book is one that should be widely read and considered. It should not be allowed to gather dust on a Library Shelf, till some academic debaters come along to get prepared for a tournament. This question and this book belong to the public, and the more who read it the better for us.

College Orations of the Day. Compiled by E. R. Nichols. Nichols Publishing House. Mimeograph publication. Price $2.50. Special price to subscribers to this magazine $2.00.

This volume is the third in a series recording recent college oratory. Along about 1875 the colleges began actively to engage annually in an interstate association to promote oratory. This association is still in existence and prints an annual pamphlet carrying the best efforts entered in the Interstate Oratorical league. There are, however, many state, local and interstate meets in which oratory is an important contest and it is from these contests that the orations in the volume are collected. The idea behind the series is to keep a record of contemporary college endeavor. Many of the individual orations are used by the high school students in oratorical declamation contests. No higher tribute could be paid to the college speakers than to have their work selected for a second presentation by their high school contemporaries. Getting them together in a volume extends the fame and influence of college orations beyond their limited locale.

Intercollegiate Debates of the Day. Compiled by E. R. Nichols. Nichols Publishing House, 1949. Price $3. Special price of $2.50 to subscribers to Speech Activities.

This collection contains six debates, five intercollegiate and one secondary school. The subjects used are those debated in the last two years by the colleges and high schools of the country. The book is thus a companion volume to the Oratory series, and is a mimeograph successor to the Intercollegiate Debate Series.

The debates in this volume are on subjects still pertinent in college and high school debating, and to enumerate them is almost like reviewing the last debate season. For instance there are discussions on Federal Aid to Education, Federal Health Insurance, Compulsory Arbitration in Basic Industries; Federal World Government, Economic Planning versus Free Enterprise, Implementing Civil Rights and Liberties, and lastly an exhibition debate on **Election of the President by Direct Vote,** which is the current national high school subject. Seeing how someone else has debated a subject sometimes is very helpful to the person who expects to debate the same subject. The interplay of arguments and the handling of issues is interesting and helpful. Oftentimes the strategy and tactics used in another debate are fruitful of ideas and suggestions of how to handle another subject.

The series is carried largely because of its stimulating effect upon the debater as well as for the record. It is the sort of reference volume that should find its way into every library which serves college and high school debaters.

The Radio Players' Scriptbook, Edited by Herbert Prescott, Grinnell College. J. Weston Walch, Publisher, Portland, Maine; 1949.

The Radio Players Scriptbook is a collection of Radio Plays; seven of

the 15-minute variety, and seven of the 30-minute class, followed by an eight-part classic or radio adaptation of Shakespeare's Macbeth. The plays are introduced by brief sketches of the authors and introductory notes by the editor. Mr. Prescott has felt the need of getting some radio plays handy which could be used by radio classes and give a little measure of independence from the professional radio script houses. In this book he has accomplished just this with fifteen plays.

Anyone who has taught radio knows the disadvantage of searching for usable radio plays, adapting stories and stage one-acts, etc. One has to keep on the hop, step and jump to supply his class with acceptable things to present. Mr. Prescott's book has been prepared with care. Each play is carefully timed and prepared for production. All sound effects are indicated, musical cues, etc. The book is flexibly bound to facilitate its use at the mike in an attractive red and gold cover. The type is easy to read, and on the whole it makes a very attractive text.

NATIONALIZING BASIC INDUSTRIES

In doing this we should, of course, be interested in the results that the nations that are attempting this sort of economy are getting. There is Russia and Communism, for instance, where agriculture is not excepted. There is England, barely started on a program of nationalizing basic industries. Their experience should be absorbing to us who are to deal with this proposal for our own country, for England was much like us—it was our parent civilization. And Russia is realizing what we have to become, if we decided to nationalize basic industries.

That there is a political aspect to this question as big as a mountain is obvious. All socialization depends upon management or the directing brains that assumes the guidance and control of nationalized economy. We must face the issue of whether this would be a superior form of control, or whether we would be better off as we are despite the disappointing things in a free or semi-free economy.

The old issue of regulation and partial control versus ownership and the entire responsibility for management and control arises. Also we must face the facts about human nature in either economy—a free one or a socialized one. We might as well be debating; Resolved, that socialism is superior to democracy, as we so often phrase our version of a free economy.

CITIZENS OR TROPHIES

(Continued from Page 127)

home, because they feel the audience there will be more impersonal. Competing in intramurals before all the rest of the club is wonderful for poise and courage.

7. Tact. This is one of those qualities which will be enlarged in more of the student body by having a large group to work with.

8. Honesty. With all members of the large squad fearlessly challenging the sources of material, any tendency to invent will be held quite well in check. The larger the group, the less chance for any skulduggery to be covered up.

9. Leadership. This is the quality which we want to help develop in all our boys and girls. This is obviously futured more by the large squad.

As for the second ideal which I set up earlier, that of training toward good citizenship, I feel that this automatically follows with the development of an all-round personality. After all, it is the courageous and honest leader who will be the leader in later life.

Did I give anyone the impression that I don't like to have my teams win debates? I hope not, because I like to win just as well as anyone else. We always go into a debate with the idea that we are going to win if we can. It is my viewpoint, however, that I am fulfilling my job as an educator better if I am willing to lose a few more debates and help a few more youngsters become good solid citizens who are not afraid to state their side of the case before others.

I'll take the citizens. What will you take?

THE LONG TRAIL BACK

(Continued from Page 126)

outside remunerative work, family responsibilities, and a variety of other complications reduced the final debate squad to four men and two women, all juniors and seniors with the exception of one sophomore, and all without prior interscholastic debate experience of any sort except for one man who had been in two or three intercollegiate debates. This squad met once or twice a week.

To secure participants in discussion, representatives were drawn from the class in Discussion and Debate, an arrangement that stimulated work in class and produced creditable though not scintillating representation in intercollegiate competition.

A similar method was employed both semesters in the field of oratory. A unit on the contest oration was introduced early in the course in Advanced Public Speaking, and from the resulting student effort speeches and speakers of promise were entered in tournament competition.

A review of the season shows that Pasadena College took part in seven tournaments, including the more distant ones at the College of the Pacific in December and the University of Montana in April. Five men and two women participated in discussion at the Pepperdine tournament in November. Two men and two women delivered orations at four different tournaments, one of the men tying for third place at UCLA, and both men and women entries going into the finals at Missoula.

In debate the results were even more gratifying; 84 debates were held on Federal aid to education; 14 were non-decision. Of the remaining 70, 40 were won. The women's team of Betty Moore and Lois Lovaas won 20 and lost 7, tying for second place at the College of the Pacific, sharing a four-way tie for first at Redlands, and placing fifth among 36 undifferentiated men's and women's teams at Montana.

The foregoing facts are recited, not to advertise one school's record, for it can be topped by countless other institutions, but to encourage schools and coaches who may be finding it difficult to establish or reestablish forensics. A nucleus of interested students who will work, no matter how inexperienced they may be, plus encouragement and instruction by some one who can direct the activities equal a fair showing and a revitalized program that will expand.

Such is proving to be the case at Pasadena College, where Mr. James Jackson, an alumnus formerly active in forensics, has this fall joined the faculty as a full-time instructor and is expanding last year's intercollegiate activities.

With the Honor Societies

*THE FOURTH DELTA RHO CONGRESS . . .

With 177 delegates from 35 chapters in attendance, the Fourth National Student Congress of Delta Sigma Rho, held at the Congress Hotel, Chicago, March 31, April 1, 2, 1949, was a most successful event.

The various events of the Congress proceeded on schedule, with the Opening Session and the party caucuses occupying the attention of the delegates on Thursday evening, March 31. The feature of the opening Session was a keynote speech presented by Professor E. C. Buehler, National President, the text of which constitutes the "President's Page" in this issue of the Gavel. At the caucuses the members of the three parties selected their nominees for the positions of Speaker and Clerk of the Congress.

The events of Friday, April 1, consisted of the Opening Assembly, Committee Meetings to formulate bills for consideration by the Joint Conference Committees, the Official Banquet, the Biennial Business Meeting, and the meeting of the Joint Conference Committees. Saturday, April 2, was devoted to the session of the General Assembly and to meetings of the Steering Committee, the Evaluations Committee, and the Legislative Committee.

The Banquet, which was attended by 180 persons, was made successful by the capable work of Professor Warren A. Guthrie, of Western Reserve University, as toastmaster. The principal feature of the program consisted of the presentation by each chapter delegation of a skit or other form of entertainment.

President Buehler's Address

It is only proper that at this time we gather in general assembly and pause for a moment to consider the immediate objectives, obligations, and opportunities of this Congress and to get a general perspective of our meeting here in relation to the over-all picture of forensics on your campuses and throughout our country.

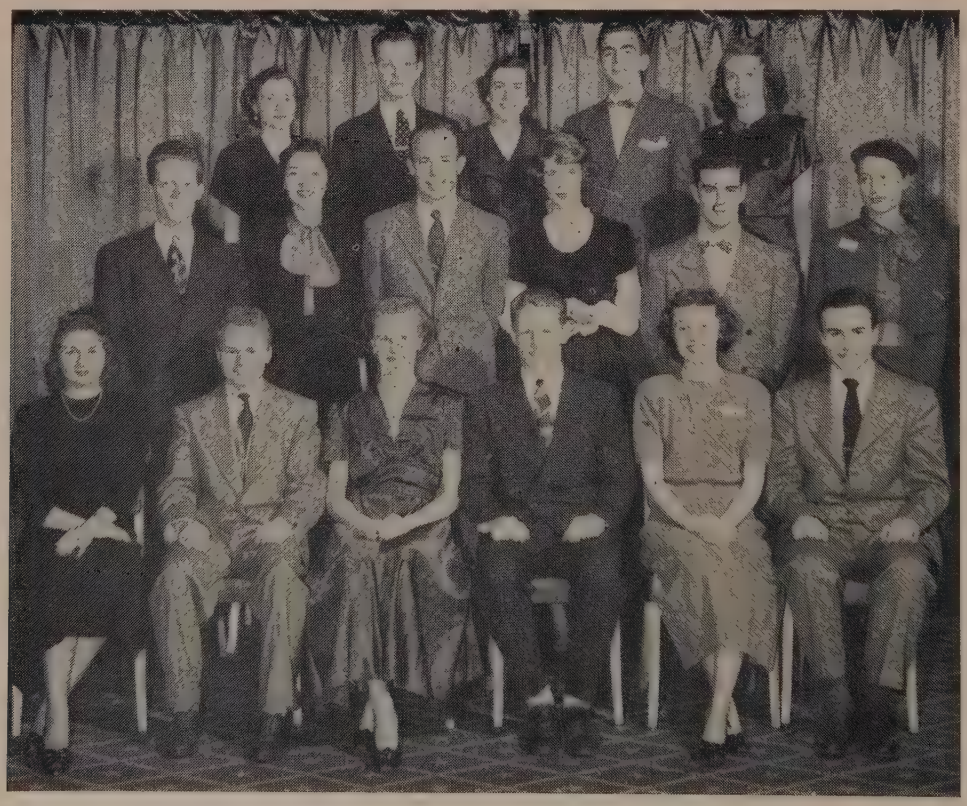
This Congress is a mile-stone in a long chain of developments in the history of college forensics and the history of Delta Sigma Rho. We are today perhaps witnessing the Golden Era in college forensics — at least it is a golden era if our activities are measured in terms of quantity and diversification.

The story of forensic activity among our colleges and universities goes back to colonial times. Long before we had any intercollegiate debate contests, the early colonial chartered colleges had their literary and debating societies, their faculty sponsored seminars, and their commencement exercises with formal forensic disputations. Always these formal forensic exercises were highly regarded by both faculty and students.

Roughly we may say that college forensics are over 200 years old. Intercollegiate debating is about 60 years old. Delta Sigma Rho 45 years old, the Student Congress 22 years old, and our own Delta Sigma Rho Congress 10 years old.

Although the average person on

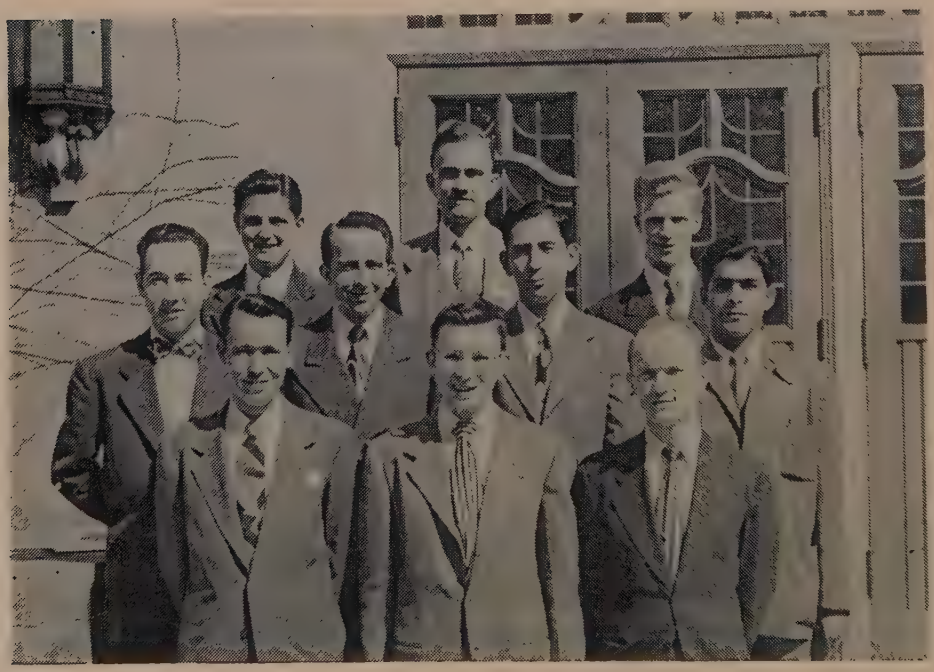
* From The Gavel of Delta Sigma Rho, May, 1949, P. 78-79.



Student Officers of the 4th Delta Sigma Rho Congress.

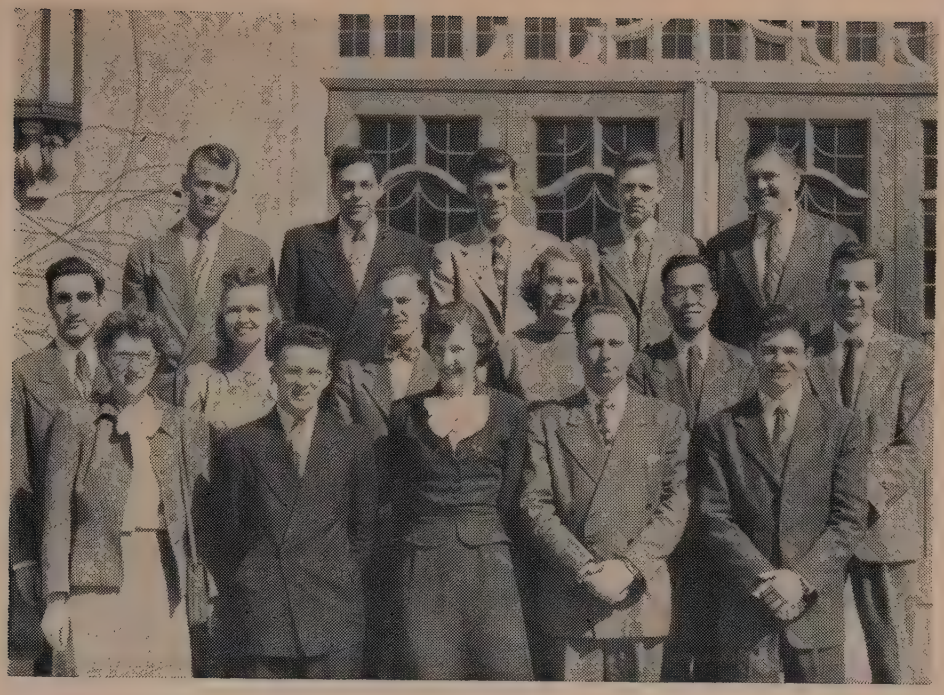
DELTA SIGMA RHO CONVENTION BANQUET

The Tau Kappa Alpha Congress.



The Top Ten Debaters of T. K. A.

Additional Pictures Tau Kappa Alpha Convention last April Written up in Summer 1949 Issue Speech Activities



The Ranking Discussion Group. (T.K.A.)

or off the college campus perhaps knows much about college football and very little, if anything, about college debate, the average person would be surprised to know that college forensics are much older than college football. He will be more surprised to know that in this modern day the colleges and universities sponsoring and supporting intercollegiate forensics far outnumber those which support intercollegiate football. One of our largest and most famous universities with a Delta Sigma Rho chapter, the University of Chicago, of this city, has a most dynamic forensic program, but no football team.

Now a word about this Congress. Logically this Congress should be about the best of its kind ever held in this country. If we can profit by the mistakes of the past, and if past experience means anything, you have at least the advantage of a more finished product as far as mechanics are concerned. We don't claim to have a perfect plan for running this Congress, but I know we have a committee of experts in the field of student legislative procedure. Professor Thorrel Fest, chairman, and Professors J. Jeffery Auer of Oberlin, William Howell of Minnesota, and John Keltner of Oklahoma have left no stone unturned in charting and formulating the course of this Congress. But you know and I know that no matter how good the mechanics of this venture may be, all these mechanical trappings are so much junk without the will and the spirit of you students. You are the ones who can make or break this Congress, which may be the richest and most meaningful venture of your entire College career.

Early in the last war, at a moment when England had her back to the wall, standing almost alone against the Nazi hosts, Mr. Churchill paid a tribute to the British air force. When the Nazi bombers were raining fire and destruction on British cities and London was on the point of burning down, Mr. Churchill referred to the small but gallant air force with these words, "Never has the world owed so much to so few."

As I look at this small group of students, the forensic flower of forty of the finest colleges and universities of the land, I can see how, in twenty or thirty years from now, the same might be said of this small group. Here you are some 150 delegates, only one in a million out of our entire population. Yet, based upon Professor Henry Ewbank's survey, as reported in the last issue of the Gavel, at least one out of every nine of you will be in Who's Who. In this very group there should be at least five future Governors or State Senators, and there is a 50-50 chance there will be one member of the Supreme Court of the United States.

In terms of potential leadership, in terms of a real contribution to the democratic way of life and a free society, it is seldom where we can find gathered together in one room so few in number to whom we some day may owe so much.

This Congress is particularly a challenge. You are deliberating on a great public issue, an issue almost too hot for the United States Congress, an issue which if not faced with courage and the spirit of justice may well some day cause our structure of Democracy to crack and disintegrate.

May I urge you, therefore, that each of you tackle the subject of Civil Rights frankly, fairly, and fearlessly. Face the issue realistically; and when you return to your homes and halls of learning, may you be proud of the work you did here and may your lives be enriched for having had this forensic venture with such a fine group of fellow students and fine young countrymen.

E. C. BUEHLER,
University of Kansas.

Along the Tournament Front

CONTINUED FROM THE SUMMER NUMBER, 1949

IOWA

Iowa University Conference on World Problems. March 4-5. Debate, discussion, extempore, studebate, after dinner speaking, 16 colleges and universities.

Intercollege Conference on World Problems. 15 colleges, five states. Iowa Univ. at Iowa City March 4-5. Debate—won by Univ. of Illinois, Chicago Div. 2nd Univ. of Iowa. 3. Bradley University.

Iowa District NFL.—Oskaloosa, Hen-Symons, Director. Debate—

Oratory—Sam Kisner, Davenport; 2. Doris Rogers, Oskaloosa.

Extempore — James Vann Olst, Davenport. 2. Barbara Conover, Davenport.

Oratorical Dec.—1. Ralph Petersberger, Davenport; 2. Joan Prine, Oskaloosa.

Dramatic Dec.—1. Sam Kinser, Davenport; 2. George Webster, Muscatine.

Humorous Dec.—1. Phyllis Evans, Oskaloosa; 2. Bradford Burns, Muscatine.

Trophy Points — Muscatine 28, Davenport 27, Oskaloosa 25, Ottumwa 24.

KENTUCKY

Bluegrass Tournament. Georgetown, March 18-19, Mrs. John Melzer, Director.

KENTUCKY—High Schools

Kentucky District NFL. Georgiown. R. S. Moore, Director.

Debate—1. Winchester; 2. Danville.

Oratory—1. Nella Raney, Frenchburg; 2. Lucille Hempel, Georgetown.

Extempore—1. Nancy Lee, Danville; 2. Lawrence Stemper, Georgetown.

Oratorical Dec.—1. Donald Ryles, Lexington - Clay; 2. Jeanette Bunch, Winchester.

Dramatic Dec.—I. Jimmy Burch, 2. Joan Pursley, Winchester.

Humorous Dec.—1. Juanita Wise, Flemingsburg; 2. Dorothy Whitehead, Danville.

Tropny Points — Danville 35, Georgetown 35, Stamping Ground 31, Paris 27.

LOUISIANA

14th Louisiana Speech Tournament. At Northwestern State College. Natchitoches. March 18-19. 20 colleges, 5 states.

Louisiana State University Meet. Baton Rouge, Dec. 10-11. Six colleges. Men Div. Ouachita. Women's Div. S. L. I. Junior Div. Southwestern State College.

MAINE

New England District NFL—Portland and Lewiston, Nellie Mae Lange, Director.

Debate—Portland. 2. Holderness School.

Oratory—1. Ethel Kelman,Shrewsbury; 2. Donald Woodworthy, Laconia.

Extempore—1. Margaret Brown, Laconia; 2. Gordon Cote, Portland.

Oratorical Dec. — Murray Bolduc, Lewiston; 2. Owen Gormley, Cheverus.

Dramatic Dec.—1. Frances Deming, Shrewsbury; 2. John De Caste, Cheverus.

Humorous Dec.—1. Joan McIntyre, Laconia; 2. Doris Whitney, Shrewsbury.

Poetry — 1. Frances Deming, Shrewsbury; 2. Ruane Butler, Lewiston.

Trophy Points — Portland 43, Shrewsbury 42, Lewiston 38, Cheverus 38.

MASSACHUSETTS

3rd Annual Boston University Invitational Debate Tournament. Boston University. Feb. 11-12. 20 colleges. 7 rounds. 4 round elimination. 1. George Washington; 2 Notre Dame.

MICHIGAN—High Schools

Michigan High School League. District winners:

Muskegon Heights—Elsie.
Grand Rapids Union—Albion.
Lansing Eastern—Plymouth.
Walled Lake—Jackson.

Semi-Finals:

Lansing Eastern defeated Jackson.
Grand Rapids Union defeated Albion.,

Finals:

Grand Rapids defeated Lansing Eastern.

MICHIGAN

M.I.S.L. Tournament. Wayne University. Detroit. Feb. 19. Debate—Men: Western Michigan College.

University of Michigan Invitational Debate Tournament Feb. 25. Ann Arbor. Six colleges. Cross-question type-class audience decisions.

Alma College High School Meet. Feb. 3 for the district high school forensic association.

Michigan State Intercollegiate Speech League. Debate tourney. Wayne Univ. Detroit. 200 debaters, 13 colleges. Director, A. Westley Rowland.

MINNNESOTA

Red River Valley Tournament. Concordia College.

Augsburg College Tournament. Minneapolis Jan. 14-15.

Moorhead State Teachers College Practice Tourney.

Bemidji State Teachers College Meet.

Northwest Tournament, St. Paul March 3.

NORTHERN MINNESOTA—High Schools

Northern Minnesota District NFL. Cloquet. Prin. R. S. Van Kleek, Director.

Debate—Coleraine—Greenway H. S.; Duluth—Denfeld H. S.

Original Oratory—Dean Mitchell, Coleraine; Faye Christianson, Cloquet.

Extempore—Duane Averill, Vir-H. S.; Marquis Ward, Cdloquet.

Declamation — Oratorical — Sue Churchill. Clouquet; Burton Wyss, Coleraine.

Dramatic—Betty Kuvisto, Cloquet; Marilyn Ahlgren, Duluth-Denfeld H. S.

Humorous—Maylss Gobel, Duluth-Denfeld; Beverly Evans, Cloquet.

Trophy Points—Coleraine 55, Cloquet 53, Duluth-Denfeld 52, Duluth-Central 42.

MINNESOTA—Upper Miss. Valley High Schools

Upper Mississippi Valley District NFL. Held at Mankato. Irene Melhouse, Director.

Debate — Concordia Academy, South St. Paul H. S.

Original Oratory—Edmund Kersten, Campion Academy; Ardeth Wenison, Mankato.

Extempe—Wayne Daubs, South St. Paul; Daniel Solon, Campion Academy.

Declamation - Oratorical — Ann Bollman, Chippewa Falls; Eugene Fuerstanau, Concordia.

Dramatic—Douglas Stevens, Hastings; Mary Weber, Mankato.

Humorous—Gerry Cosgrove, South St. Paul; Pat Russell, Campion Academy.

Poetry Reading—Joyce Schlemmer, So. St. Paul; Ruth Lundquist, So. St. Paul.

Trophy Points—South St. Paul 38, Mankato 34, Concordia 31, Chippewa Falls 30.

MISSISSIPPI

Magnolia Festival. Columbus.

Millsaps Warm Up Tournament. Jackson. 19 colleges from 9 southern states. 66 teams. Debate. Oratory. Extempe.

Debate—Men: Univ. of Alabama. Women: Southwestern Louisiana Institute. Jr. Division—Ouachita College.

Oratory—Robert Hamlin, David Lipscomb College; 2. Tarver Roundtree, Univ. of Alabama.

Extempore—Jack Carter, Southwest Oklahoma; 2. Charles Crouch, David Lipscomb. Jordan Bittell, Univ. of Florida 3rd.

MISSOURI

Missouri District NFL. Normandy. Helen Shipman, Director.

Debate—Sedalia, Springfield.

Original Oratory — Ed Herson, Uni. H. S. St. Louis; Jack Holmes, Independence.

Extempore—Ron Rebholz, Univ. H. S., St. Louis; Bob Wallace, Springfield.

Declamation-Oratorical—Bill Kickham, Univ. H.. S., St. Louis; Marie Chisam, Independence.

Dramatic—Jack Harkins, Normandy; Diane Diener, Clayton.

Humorous—Charles Welch, Independence; Rosalyn Seller, Clayton.

Trophy Points—Independence 54, North Kansas City 49, Springfield 49, St. Louis Univ. H. S. 49.

MONTANA

Montana State University Tournament. April 22-23. Missoula. Debate, original oratory, extemporaneous speaking and oral interpretation.

NEBRASKA—College

Nebraska Intercollegiate Forensic Ascociation. Kearney March 11-12. 10 Nebraska colleges; 70 students.

Debate—Men's A—McCook 2nd tie: Nebraska Wesleyan and Hastings, Midland and Doane. B Div. —Hastings and Midland tie; 2nd Wesleyan, Hastings and Wayne. Women: A Div. Kearney. B. Div. Midland; 2nd Wesleyan.

Oratory—Kearney. T. K. Ford, 1st; 2nd. Walter Stroehmer, Hasings. Women: Jeanette Harrison, Kearney. 2nd. Wilma Bruner, Midland.

Extempe—1. Tie: Tex Rathkamp, Midland; 2. Fred Scheurman, Omaha Uni.; 3. Richard Leigh, Doane. Women: Norma Gillming, Kearney; 2. Joyce Iwohon, Doane; 3. Mary Matthisen, Doane.

NEBRASKA

Univ. of Nebraska Tournament. Lincoln Feb. 25-28.

NEBRASKA—High Schools

Nebraska District NFL.—Central H. S., Omaha, Marian Mortensen, Director.

Debate—1. Sioux City—East H. S. 2. McCook.

Oratory—Boys: 1. Charles Goman, Norfolk; 2. James Rosse, Omaha—North, Girls: 1. Jackie McIlmoyle, McCook.

Oratorical Dec.—1. Pat Livingston, Omaha-Central; 2. Mary Ling, McCook.

Dramatic Dec.—1. Inga Swenson, Omaha-Central; 2. Dolores Dokansky, Omaha-Tech.

Humorous Dec.—1. Marlene Chesneau, Omaha-Central; 2. Evelyn Abernathy McCook.

Trophy Points—Omaha Benson 43, Omaha-Central 39, North 39, McCook 36.

NEW JERSEY

New Jersey NFL—St. Benedicts Preparatory School.

Debate—St. Joseph's H. S. Philadelphia; Trenton-Central H. S.

Original Oratory—Milton Connell, St. Joseph's H. S.; Andrew Roberts, St. Benedicts.

Extempe—Jay Claster, Lock Haven, Pa.; Richard Casper, St. Benedict's.

Declamation-Oratorical — Richard Stang, St. Benedicts; Cora Waye, Villa Victoria H. S.

Dramatic — Rosemarie Neupert, Cliffside Park; James Foote, Trenton-Catholic.

Humorous—Emil Sanzari, Cliffside Park; Robert Quackenboss, South River.

Poetry Reading—Eugene Lesovsky, South River; Frances Bafaro, Villa Victoria.

Trophy Points—Passaic 53, South River 53, Villa Victoria 51, St. Benedicts 51.

NEW YORK

West Point Academy National Meet. West Point. April 21-23, 1949. 34 teams, 8 rounds, 3 elimination finals.

Quarter Finalists—Ottawa Univ., Pennsylvania; Alabama Univ.,, George Washington, Baylor Univ., Notre Dame, Kansas Univ.,, Vermont.

Semi-finalists—Ottawa Univ., Alabama, Vermont Univ., Baylor.

Finalists — Alabama won from Baylor.

NEW YORK—High Schools

New York District NFL. Hamilton College, Clinton Joseph K. Strawbridge, Director.

Debate—Jeffersonville, Chiminde.

Oratory—Theo Harrington, Christian Bros.; 2 Helen Kahn, Poughkeepsie.

Extempore—Harold Van Deusen, Christian Bros.; 2. Marilyn Martin, Jamestown.

Oratorical Dec.—Vincent Petruskie, Chaminade; 2. William Condren, Caminade.

Dramatic Dec.—Annabella Holt, Peekskill; 2. John Mahon, Christian Bros.

Humorous Dec.—James McCarthy, LaSalle; Theo Harrington, Christian Bros.

Trophy Points—Jeffersonville 41, Jamestown 41, Christian Bros. 41, Csaminade 37.

NORTH CAROLINA

17th Annual Atlantic Tournament. Lenoir Rhyne. Hickory. March 3-5. 22 colleges, 52 teams, 7 rds. 1st Debate, Georgetown; 2nd, Univ. of the South; 3rd, Univ. of Florida.

Oratory—Men: 1. John D. Long, Univ. of So. Carolina; 2. Raymond Bost, Lenoir Rhyne. Women: 1. Lucy Swisegood, Lenoir Rhyne; 2. Carol Corbett, Maryville Coll.

Extempore — Men: 1. Stephen Grub, George Washington Univ.; 2. Roger Cowan, Maryville, tie. Women: 1. Vivienne Poteat, Lenoir Rhyne; 2. Connie McClure, Univ. of Florida.

Impromptu—Men: 1. James Simmons, Univ. of So. Carolina; 2. Henry Krebs, George Washington Univ. Women: 1. Irene Krugman, Univ. of So. Carolina; 2. Vivienne Poteat, Lenoir Rhyne.

OHIO—Eastern High Schools

Eastern District NFL—Canton. E. J. Diller, Director.

Debate — Louisville, Canton-McKinley.

Original Oratory—Don Berger,, Massilon; John Mendolia, Ravenna.

Extempore—Maurice Heller, Canton - McKinley; Lucille Swain, Youngstown-Rayen H. S.

Declamation-Oratorical — Nancy McKenna, Canton-Lehman; Mickey Yohman, Youngstown-Chaney.

Dramatic—Bill Williams, Massilon; Sally Hozleth, Wooster.

Humorous — Gerald Welworth, Louisville; Jack Perkins, Wooster.

Trophy Points—Louisville 50, Can-

ton-McKinley 46, Wooster 45, Ravenna 45, Cathedral Latin 45.

OHIO—Western High Schools

Western Ohio NFL Meet—Hamilton; Columbus, Central H. S., Vernon J. Zieg, Columbus, Central H. S., Director.

Original Oratory—Jane Chenoweth, Dayton-Oakwood; Harland Randolph, Columbus-East.

Extempe—Tom Skidmore, Wyoming H. S.; Bob Good, Dayton-Oakwood.

Declamation - Oratorical — Jane Taylor, Wyoming; Bob Anderson, Columbus-East.

Dramatic—Ewing Stumm, Dayton-Oakwood; David Belew, Hamilton.

Humorous — Roland Mulvaney, Dayton-Oakwood.
Dayton-Oakwood.

Trophy Points—Fairmont 48, Wyoming 46, Dayton-Oakwood 44, Springfield 42.

OHIO

Otterbein College, Westerville. Debate Div. A Tie: Bowling Green and Denison. Jr. Div. Bowling Green and Otterbein.

Great Lakes Debate Tournament. Bowling Green. Jan. 7-8. 42 teams, 7 states. Debate and oratory. Five rounds and three elimination rounds. **Debate**— 1. Northwestern Univ. 2. Illinois U. at Chicago. **Oratory** — James Cleary, Marquette; 2. Paul Breisch, Wheaton.

Third Annual Conference on Public Affairs. Ohio State University, Columbus. Deschler-Wallick Hotel March 3-5. Eight states, 150 students, 20 faculty. Took form of a Congress.

OHIO

Muskingum College Tournament. New Concord. Nine colleges.

Kent State Meet. Kent. Feb. 12. 29 colleges.

Ohio State Championship Tournament. Capital Univ. Columbus Feb. 25-26. 1. Denison Univ. 19 colleges participated.

OHIO—High Schools

State High School League Meet. Ohio State Univ. Columbus March 18-19.

Debate—A Div.:1 Ravenna; 2. Dayton-Fairmont.
B Div.: 1. Akron-Bath H. S. 2. North Canton.
County Leagues: 1. Louisville; 2. Doyleston.

Original Oratory—A Div.: 1. Mary Jane Chenoweth, Dayton-Oakwood; 2. John Mendiola, Ravenna. B Div.: 1. Mary Zimmerman; 2. Claire Rhodes.
County League—1. Ray Heisey; 2. Mildred Scott.

Extempe—A Div.: 1. Maurice Heller, Canton-McKinley; 2. Bob Good, Dayton-Oakwood. B Div.: Edgar Dally; 2. Tom Skidmore. C. L.: 1. William Armstrong; 2. Roger Swigert.

Oratory-Dec.—A Div.: Betty Kleinhenz; 2. Barbara Parke.
B Div.: Mark Fuller; 2. Jane Taylor, Wyoming.
C. L.: 1. Don Williamson; 2. Marjorie Scott.

Drama Dec. — A Div.: Ewing Stumm, Dayton-Oakwood; 2. Bill Williams, Massillon; B Div.: Joan Horn; 2. Pauline Shank.
C. L.: 1. Helen Herwick; 2. Mary Bedell.

Humorous Dec.—A Div.: 1. Harland Randolph; 2. Bruce Slesnick. B Div.: 1. Nancy Gaines; 2. Jean Gadd. C. L.: 1. Gerald Walworth.

OKLAHOMA

Savage Forensic Tournament. At Southwestern Okla. State. Durant February.

OKLAHOMA—High Schools

East Central College High School Meets—Ada, Feb. 25-26, B Division Sweepstakes—Edmond H. S.; 2. Wewoka; 3. Holdenville.

Debate—Edmond; 2. Purcell.

Original Oratory—Bob Rudkins, Edmond; Laddie Adams, Guymon.

Extempe—C. H. Spearman, Edmond; Bob Cornwell, Britton; Charles Elder, Purcell.

Women's—Peggy Coopger, Comanche; Phyllis Harr, Wewoka.

SOUTH DAKOTA—High Schools

South Dakota NFL District. Held at Dakota Wesleyan Univ., L. R. Kremer, Sioux Falls, Director.

Debate—Brookings H. S.; Mitchell H. S.

Original Oratory—Sylvia Bacon, Watertown; Don Sutherland, Sioux Falls.

Extempe—Boys: Ron Richardson, Sioux Falls; Richard Chapman, Brooking. Girls: Delores Faatz, winner; Carolyn Knight, Sioux Falls.

Declamation-Oratorical — Monroe Bell, winner; Pat Comstock, Mitchell.

Dramatic—Shirley Habeger, Sioux Falls; Moyra Mason, winner.

Humorous—Mary Payton, Vermilion; Tommy Bintliff, Mitchell.

Trophy Points—Sioux Falls 46, Watertown 43, Mitchell 42, Brookings 37.

TENNESSEE

Univ. of the South, Sewanee. Jan. 7-8. Debate—Men. 2. Tennessee Tech. Women—Tennessee Tech.

TENNESSEE—High Schools

Tennessee NFL District held at Lipscomb College, Nashville, Mrs. Helen Bain, Director.

Debate—Nashville-Hillsboro H. S.; Nashville-Litton H. S.

Original Oratory—Miller Peters, Nashville, Hillsboro H. S.; Martna Ann Miller, Goodlettsville.

Extempore—Tom Mayo, Paris; Elizabeth McKnight, Nashville-East.

Declamation-Oratorical — James Austin, Nashville-West End; Ronald Spencer, Nashville-East.

Dramatic—Loretta Overby, Nashville-Cohn; Betty Meggs, Nashville-Trevacca.

Humorous—Tomy Young, Nashville-Hillsboro; Wiley Walker, Dickson.

Trophy Points — Nashville-Hillsboro 55, Paris 55, Nashville-Litton 54, Nashville West End 54.

Appalachian District NFL. Johnson City. Mrs. Eleanor Badgett, Director.

Debate—1. Princeton; 2. Maryville.

Oratory—1. John McClauhherty, Princeton; 2. Chickie Dellis, Bluefield.

Extempore—1. Rowe Fesperman, Asheville, N. C.; 2. Frederick Brooks, Greenville. Girls: 1. Louise Morrell, Elizabethton; 2. Mary Etta Hight, Concord.

Oratorical Dec.—1. Louise Morrell, Elizabethton; 2. Bill Caldwell, Maryville.

Dramatic Dec.—1. Al Brinkley, Maryville; 2. Betty Ann Parker, Bluefield.

Humorous Dec.—1. Emaline Lilly, Princeton; 2 Marjorie Dorton, Princeton.

Trophy Points—Princeton 35, Bluefield 34, Maryville 32, Concord 27.

TEXAS

Southern Speech Association Tournament and Congress. Waco April 4-8. 344 students, 65 teachers, 42 men's teams, 33 junior men's, 16 women's.

Debate—Men: 1. Wake Forest and Southeastern State College, Durant, 6-0 tie. 2. Univ. of Alabama, Pacific Univ. Southwest Texas State, Abilene Christian,

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Texas Christian, Northwestern State College (La.), tied; junior men: 1. Louisiana Tech.; 2. tie Texas Christian, Univ. of Florida, Southern Methodist, Ouachita College, No. Texas State. Women: 1. Louisiana State Univ.; 2. Fiveway tie—Univ. of N. Mex., Univ. of Texas, North Texas State, Southwest Texas State, Southern Methodist, Mary Hardin, Baylor.

High School Section—1st, Muskogee, Okla.; 2nd, Waco H. S., Messick, H. S.

Oratory—1. Men: William Campbell, Middle Tenn State Coll; 2. Jim Keen, Texas Christian; 3. John Rollins, St. Mary's Univ. WOMEN—1. Ann Hills, Louisiana Tech; 2. Gay Zedler, Southwest Texas State; 3. Jackie Bromwell, Mary Hardin Baylor, High School: 1. Olga Johns Putnam H. S. (Fla.) and Billie Jean White, Waco, tie; 3. Darell Wilson, Muskogee Central H. S.

Extempe—Men: 1. Jordan Bittell, Univ. of Florida; 2. Sheldon Nicolaysen College of the Pacific; 3. Oscar Newton, Univ. of Alabama. WOMEN: 1. Martha Jo Bush, Louisiana State Univ.; 2. Dorothy Burt, Louisiana State Univ.; 3. Baylor Univ. HIGH SCHOOL—1. Fay Russel, Humes High School (Tenn.); 2. Bob Gentry, Muskogee Central; 3. Robe Walls, Breckenridge H. S.

Interpretation—Men: 1. Jack Grey, No. Tex. State Coll.; 2. J. N. Boone, Univ. of Miss.; 3. Jordan Bittel, Univ. of Fla. WOMEN: 1. Barbara Gason, Univ. of Miss.; 2. Patty Myers, Texas A & I; 3. Ann Harper, Abilene Christian. HIGH SCHOOL—1. Gary Knox, Messick H. S. Tenn; 2. Royce Brownfield; 3. Joni Bratschi, Memphis Tech. **After Dinner Sp.**—1. Men: Robert Burke; 2. Herington, Northwestern (La.) State Coll. WOMEN: 1. Catherine Abbott, NoN. Tex State Teachers; 2. Gloria Meyers, Tex. Chris. Univ.; 3. Gay Zedler, Messick H. S.

Southern Methodist High School Tournament. Dallas. March 4-5. 100 teams, 9 states.

UTAH

Weber College H. S. Tournament. Ogden, Leland Munson, Director. **Debate—1st** Blackfoot (Idaho) High School.

WASHINGTON

Western Ass'n Tournament. Seattle, Nov. 22-24. R. D. Mahaffey, Director. West Coast and Rocky Mountain area—Colo. to Calif., Washington to New Mexico.

Debate—Men: 1. Tie: Willamette Univ. and U. S. C.; 2. Nevada, Redlands, Utah.

WOMEN: 1. Utah; 2. Utah State; 3. Willamette Univ.

Jr. Men—1. Tie: Pacific Univ. and Willamette Univ.

Jr. Women—1. Tie Utah and Whitman.

One Person—1. Occidental; 2. Redlands and Pepperdine.

Oratory—Men: 1. Omar Kureishi, U. S. C.; 2. Bonnie Yturbide, Nevada; 3. Dave Levering, Redlands, and Bill Landis, P. L. C.

WOMEN: 1. Winifred Woods, Santa Barbara State; 2. Ruth Ferris, Oregon State; 3. Joyce Cousins, Puget Sound.

Jr. Men: 1. William Maxwell, Oregon State; 2. Howard Privett, Pepperdine; 3. Pompey Johnson, Idaho State.

Extempore—Men: 1. George Short, Occidental; 2. Ben Padrow, Lewis and Clark; 3. Bruce Jenkins, Utah;

Jr. Men: 1. Irv Handlin, Washington; 2. Ben Cashman, Washington; 3. Tie Jack Gunn and Tom Bartlett, Willamette.

Women—1. Yvonne Battin, Puget Sound; 2. Shirley Chamberlain, Utah; 3. Ardyce Newholm, Lewis & Clark; Jr. Women: 1. Betty Ray, Utah; 2. Alonez Flynn, Gonzaga; 3. Mary Jean Wilson, Linfield.

Experimental Speaking—Men: 1. John Cole, Redlands; 2. George Short, Occidental and Howard Privett, tie. WOMEN: Yvonne Battin, Puget Sound; 2. Pat Medley, Pepperdine; 3. Winifred Woods, Santa Barbara.

Impromptu—Men: 1. Robert Sayre, Willamette; 2. Bruce Jenkins, Utah; 3. Allan Howe, Utah; Jr. Men: 1. Don Ruston, Pepperdine; 2. Albert Mann, Gonzaga; 3. Bill Panchot, Washington. Women: 1. Jean Eslinger, Pepperdine; 2. June Jenkins, Utah; 3. Pat Medley, Pepperdine. Jr. Women: 1. Jeanne Clark, Idaho State; 2. Leislotta Marcus, Pacific Univ.; 3. Edna Joan Niemala, Puget Sound.

After Dinner—Men: 1. Omar Kureishi, U. S. C.; 2. Kemel Faruki, U. S. C.; 3. Tom Bartlett, Willamette. Women: 1. Pat Medley, Pepperdine; 2. Winifred Woods, Santa Barbara; 2. Anna Boekemohle, Pepperdine.

Pacific Forensic League. Whitman, Walla Walla. April 12-15.

WISCONSIN

Univ. of Wisconsin Tournament. Madison. March 18-19. Debate, discusion, oratory, radio newscasting. 25 colleges.

WISCONSIN

Eau Claire State Teacherrs College. Eau Claire. Feb. 18-19.

WISCONSIN—High Schools

Wisconsin District NFL—West Allis—Central H. E. and Marquette Univ. Willard A. Witzeling, Director.

Debate—1. Sheybogan-North H.S.; 2. Alvernia.

Oratory—1. Roger Axtell, Kenosha H. S.; 2. Gisela Sanders, Sheboygan North H. S.

Extempore—1. Douglas Van de Water, Sheboygan-North H. S.; 2. Ann Lauson, West Bend.

Oratorical—Pat Schlacht, Sheboygan Central H S.; 2. Theresa Clark, Alvernia.

Dramatic Dec.—1. Pearl Chase, Kenosha; 2. Violet Jonason, Kenosha.

Humorous Dec.—1. Mary O'Rourke, Pius XI; 2. Andy Fleckenstein, St. John's.

Trophy Points—Sheboygan-North 52, Kenosha 51, Sheboygan-Central 47, West Allis 47.

CALENDAR

Nov. 20-23. Western Speech Association Tournament, Stanford University.

Dec. 9-10. Southwest Debate Institute, Univ. of Texas, Austin.

Feb. 3-4. Baylor College Tourney, Waco, Texas.

Feb. 17-18. Baylor High School Tourney, Waco.

Feb. 16-18. 18th Linfield Annual Interscholastic, McMinnville, Ore.

March 9-11. 20th Annual Intercollegiate, Linfield College, McMinnville, Ore.

April 15. California High School Championship Meet, Bakersfield.

April 20-22 or 27-29. West Point Nationwide Invitational Meet). (Note:Send in your Tournament dates for the December issue).

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